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ABSTRACT

This curriculum to foster the inclusion of students with disabilities is designed to be offered by educators in junior and senior high school settings. It is intended to bring together students with and without disabilities for classroom instruction, discussion, and experiential learning. The experiential component pairs students with disabilities who are experiencing social isolation and peers who serve as inclusion facilitators, in order to plan and participate in social and recreational activities in the community, identify and minimize barriers to inclusion, and expand students' social skills and options. The introduction offers guidelines for initiating and implementing the program, including getting administrative support and recruiting students. The 20 lessons combine disability-specific information with interpersonal skill building and practical experience in community settings. Among the topics covered by the lessons are: how people are alike, myths and misconceptions, quality-of-life issues, friendship, communicating with others, characteristics and needs of persons with autism and mental retardation, characteristics and needs of persons with physical and other disabilities, enhancing sensitivity, teamwork, legal and human rights, being an advocate, and self-determination. Lesson plans typically include an objective, a statement of key learning, a list of needed materials, suggestions for instructor preparation, a detailed lesson plan, and activity sheets. Attached is a list of associated videotapes and sample program forms. (DB)

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YES I CAN

A Social Inclusion Curriculum for Students With and Without Disabilities

EC 305530

Instructor's Guide

Developed by
Brian Abery, Kris Schoeller, Erin Simunds,
Vicki Gaylord, and Maurice Fahnestock

Institute on Community Integration (UAP)
College of Education and Human Development
University of Minnesota

The College of Education
& Human Development

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To order additional copies, or to request alternate formats, please contact:

Institute on Community Integration
University of Minnesota
109 Pattee Hall, 150 Pillsbury Dr. SE
Minneapolis, MN 55455
(612) 624-4512 (Voice)
(612) 624-9344 (Fax)

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Editing, design, and layout by Vicki Gaylord, Institute on Community Integration, University of Minnesota.

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We would also like to thank the graduate research assistants at the Institute on Community Integration who contributed to the development of the program. They include Susan Ricker, Dawne Phillips, and Liz Rudrud.

We would like to give special thanks to the high school students who have participated in the program over the years. Their willingness to see each other as friends despite societal attitudes and misconceptions about disabilities opens the prospect of a future in which all persons are valued for their unique capacities and abilities.

Finally, a debt of gratitude is extended to the Mitsubishi Electric America Foundation for its ongoing support and encouragement during the curriculum development and initial program implementation process. Through additional support from the foundation, it will become possible to establish the *Yes I Can* program in at least one state in every region of the country.

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About the *Yes I Can* Program

There is all too often a great distance socially between persons with and without disabilities. This is especially true when more severe disabilities, such as developmental disabilities, are present. To overcome social barriers and create a sense of inclusion for all in our communities, a "common ground" must be established between persons with and without disabilities. This will only occur if members of both groups are given the opportunity to get to know each other in a variety of environments and activities.

The *Yes I Can* program creates this context of common ground. It provides a framework of curriculum and structured community experiences that allows young adults to collaboratively minimize or remove barriers inhibiting social inclusion. Under these circumstances, where peers can connect as individuals rather than as labels or stereotypes, the unique capacities and gifts of each person can truly be appreciated.

Program Goals and Activities

The *Yes I Can* program is designed to be offered by educators in junior and senior high school settings. It has five primary goals:

- To promote the social inclusion of students with disabilities through development of their social skills.
- To facilitate an understanding on the part of students with and without disabilities of the support needs of persons with disabilities in relation to community inclusion.
- To empower students with disabilities to develop and maintain friendships of their own choosing.
- To create among students and school staff a greater sensitivity to disability-related issues, an increased appreciation of diversity, and a stronger sense of community.
- To strengthen the leadership skills of students with and without disabilities through providing a service learning experience.

These goals are achieved through a year-long curriculum that brings together students with and without disabilities for classroom instruction and discussion along with experiential learning. Instructional sessions are designed to increase students' knowledge about disabilities and the issues and challenges faced by persons with disabilities. The experiential component pairs students with disabilities who are experiencing social isolation and peers who serve as inclusion facilitators. Throughout the program, each pair of students plans and participates in social and recreational activities in the community, identifying and minimizing barriers to inclusion and expanding the social skills and options of the students with disabilities.

Alternative Settings

Although *Yes I Can* has traditionally been offered through secondary schools, the flexible nature of this program allows it to be adapted and implemented in other community organizations that embrace its goal of enhancing the social inclusion of youth with disabilities. Organizations that may possibly offer the program include community education, 4-H, religious affiliates, Y's, and park and recreation agencies. However, because this program is most often found in junior and senior high schools, the following guidelines will focus specifically on logistics and issues surrounding implementation of the program in school environments.

Gaining Support/Approval for the Program

Success of the *Yes I Can* program depends on obtaining the support of school administration, particularly the building principal and/or assistant principal. It is also important to have the support of special education personnel, including the district's director of special education and any other special education providers who might be willing to help recruit students or assist in implementing the program. Gathering administrative support insures a solid foundation for the program. This form of support is best obtained through face-to-face meetings with the appropriate administrators during which the idea of enhancing the social inclusion of students with disabilities can be introduced and the program discussed.

Once administrative support is secured, information on the program should be presented to other educational personnel. If a wide variety of teachers and staff are introduced to the *Yes I Can* purpose and goals, their investment in its success will be enhanced. In addition, many teachers may indicate a willingness to assist in recruitment or implementation. Some strategies for disseminating information to school personnel are:

- Develop a one page flier on the program to place in mailboxes. It should include a contact name and phone number for questions.
- Publish an article about the program in the school newspaper.
- Present the program at a staff meeting.

Of equal importance with the support of school personnel is the support of families, especially for the students with disabilities who enter the program with a sense of social isolation. Often, overcoming social barriers is as much a challenge to the family as to the individual. In some cases, there are family dynamics that inadvertently support isolation, such as fear of "letting go" of the young adult with a disability. Family support is also crucial in facilitating community experiences for student pairs because family members are often responsible for providing transportation and financial support for the students. One strategy for developing this support is to conduct a parent night where parents of all potential students receive information regarding the program and have a chance to ask questions. A sample letter to parents for this purpose is included in the Appendix of this guide.

An additional way to facilitate the success of the program is to make connections with organizations that provide leisure and recreation opportunities for young adults. Knowledge about the *Yes I Can* program will allow these organizations to receive program students in a positive manner and support them in meeting program goals. Contact places where young adults without disabilities tend to get together regularly and engage in activities with peers who are approximately the same age (e.g., recreation centers, local YMCA/YWCA, community education programs).

Student Recruitment and Commitment

A successful *Yes I Can* program must include two types of students: students with disabilities who are experiencing social isolation and peers who may or may not have disabilities who can become inclusion facilitators. In recruiting students to participate in *Yes I Can*, attention must be given to selecting a potential inclusion facilitator for each participating student with disabilities who is experiencing social isolation. Students with and without disabilities may qualify as inclusion facilitators if they possess the social skills, sense of responsibility, and commitment needed.

There are several strategies that schools have successfully used to recruit facilitators for the program. These include:

- Printing articles about the program in the school newspaper.
- Providing information about the program during school announcements.
- Placing informational posters describing the program on school bulletin boards.
- Identifying several students who are good at organizing and ask them to recruit their friends for the program.
- Asking general and special education teachers as well as school counselors to identify students who might be interested.
- Holding a program open house and informational session.

It is suggested that an application procedure be used for inclusion facilitators, incorporating the application and interview forms included in the Appendix of this guide. Additional participant information and permission forms for all students are found in the Appendix of this guide, as well.

Recruiting socially isolated students with disabilities to take part in *Yes I Can* has been undertaken using a variety of strategies. These include:

- Providing information to and requesting referrals from parents and teachers.
- Giving informational presentations about the program to students in special education.
- Holding a program open house and informational session for interested students.

Academic Credit

Some schools may desire to offer academic credit for participation in *Yes I Can*. In the past, school districts have offered the program as a stand-alone course, implemented it as part of broader service learning programs, and infused it into courses currently offered in schools. The number of hours of participation and standards for evaluation required for credit are to be determined by local school systems.

Challenges in Establishing *Yes I Can*

Implementation of the *Yes I Can* program is not without its challenges. Three commonly reported by site instructors are outlined below along with suggestions for removing or minimizing each:

- **An initial lack of administrative support**. Begin by talking to some parents about the program. In addition, get support for the program from other teachers in your building. If there are several teachers who support the program and if families who know about it are starting to call the building principal or special education director, then the administration may be more willing to consider implementing the program.
- **Parental concerns about the vulnerability of students with disabilities.** It is important to address any anxieties expressed by parents. Conducting a family night to inform parents of program goals and logistics, and having parents meet the inclusion facilitators before student pairs go on community activities, may help reduce parent apprehension.
- **Educator concerns about the vulnerability of students with disabilities.** Activities directed at educating and informing staff will assist in alleviating many of these concerns. Ideas include presenting the program at staff meetings, placing articles in the school newsletter, and talking about the program in the teacher's lounge. Once staff are aware of the program, it will be important to periodically update them regarding its impact on the lives of students (e.g., relate stories of program successes). Finally, establishing collaborative projects between the *Yes I Can* program and other classes offered in the school can also reduce concerns.

When considering adopting the program, administrators frequently cite liability as a concern. While this is an important issue, resolution of this concern rests in each local district's policies and procedures. It will be important to check with the school district to insure that program activities, particularly the community experiences, are within district guidelines. In addition, liability concerns may vary depending upon whether the program is offered as a regular class or as an extracurricular activity. The majority of school districts have made some accommodation in liability policy to allow student pairs to participate in community experiences. The following suggestions may assist the district in risk management:

- Inform all parents of scheduled community activities.
- Ask inclusion facilitators to meet the parents of the student with disabilities prior to engaging in community activities.
- Do not allow inclusion facilitators to drive other students to community activities.
- Assist the student partners in planning activities before they occur.
- Discuss activities with the partners after they have been completed, focusing on what worked and what could have been improved during the experience.
- Make yourself available and able to be reached if an emergency situation occurs.
- Start slowly. Make sure the members of each student pair get to know each other before beginning to engage in community activities. Encourage partners to begin with activities that take place at the home or in the neighborhood of the socially-isolated students.

About This Curriculum

The *Yes I Can* curriculum consists of 20 lessons intended to be presented in weekly classes of 45-60 minutes. Although some lessons will be completed within one class period, many will require multiple sessions. The program should be offered for an entire academic year to allow sufficient time for development of partner relationships and acquisition of skills and knowledge.

The curriculum begins with information on the social inclusion needs and challenges experienced by persons with disabilities. Throughout the lessons, disability-specific information is combined with interpersonal skill building and with opportunities to practice using the skills and knowledge in community settings.

Lesson Topics

The curriculum is comprised of the following lessons:

- Lesson 1: Orientation
- Lesson 2: Introductions
- Lesson 3: "A New Way of Thinking"
- Lesson 4: How We're Alike
- Lesson 5: Myths and Misconceptions
- Lesson 6: Quality-of-Life Issues
- Lesson 7: Understanding Friendships
- Lesson 8: Communicating with Others
- Lesson 9: Characteristics and Needs of Persons with Autism and Mental Retardation
- Lesson 10: Characteristics and Needs of Persons with Physical and Other Disabilities
- Lesson 11: Enhancing Sensitivity
- Lesson 12: Everyone's a Winner
- Lesson 13: Being a Team Member
- Lesson 14: Legal and Human Rights
- Lesson 15: Being an Advocate
- Lesson 16: Self-Determination
- Lesson 17: Person-Centered Social Inclusion Planning
- Lesson 18: Making a Difference
- Lesson 19: *Yes I Can* Review
- Lesson 20: Planning the *Yes I Can* Celebration

For each lesson the Instructor's Guide describes the following: *Objectives, Key Learning Outcomes, Materials Needed, Instructor Preparation*, and a detailed *Lesson Plan*. When student preparation is needed for an upcoming lesson, that is noted in the previous week's lesson.

Instructors should note that the curriculum provided here is intended to serve only as the foundation of the program. Depending on the capacities and experiences of students taking part, additional activities may need to be developed to supplement the material provided.

Materials

Included in this Instructor's Guide are master copies of overhead transparencies and handouts, along with copies of supplemental reading materials for instructors and students. Some lessons incorporate other items that must be acquired. The following lessons use videotapes or books, which should be obtained as early as possible:

- Lesson 3: *A New Way of Thinking* (Videotape)
- Lesson 6: *Jenny's Story* (Videotape)
- Lesson 7: *With a Little Help From My Friends* (Videotape)
- Lesson 10: *People in Motion: Ready to Live* (Videotape)
- Lesson 14: *Tony Coelho Speaks on the ADA* (Videotape)
- Lesson 17: *It's Never Too Early, It's Never Too Late* (Videotape)
  It's Never Too Early, It's Never Too Late (Book)
  It's My Meeting (Book)
- Lesson 18: *Discover Interdependence* (Videotape)

See the Appendix for a listing of sources for these materials.

Community Activities

Beginning with Lesson 5, each student with a disability who is experiencing social isolation is paired (based on gender and interests) with a student in the program who fills the role of inclusion facilitator. It is suggested that the pairs be determined by the instructor based on information provided in questionnaires that students complete in Lesson 2 and Lesson 4. Throughout the remainder of the course, inclusion facilitators, who may be students with or without disabilities, serve as support and community companions during weekly out-of-class activities. Under the supervision of program staff, student facilitators and their partners jointly plan, carry out, and evaluate the effectiveness of their social experiences in the school and community. On a weekly basis, 10-15 minutes of class time should be set aside during which partners begin planning their upcoming weekly activities. They will use the worksheet, *Planning a Community Activity,* which is included in Lesson 5. At the end of the allotted time, partners should be directed to schedule time with each other outside of class to complete their plan before their activity. It is further suggested that during the in-class planning time the instructor visit with each pair about their plans, ensuring that the proposed activities are appropriate, possible, and will enhance social inclusion. The instructor should use the following guidelines in evaluating activity choices:

- To what extent does the activity allow for extended social interaction between the partners and others (e.g., classmates, friends, peers who are also engaging in the activity)?
- Are the resources and supports that are necessary for participation in the activity available to the partners?
- Is the activity age-appropriate?

It is especially important that the activities include opportunities for social interaction between the partner who is experiencing social isolation and others at the activity or in the community. Examples of activities that address this need include:

- Partners going to a movie and then meeting classmates afterward for snacks.
- Partners sitting with friends of the inclusion facilitator at a school sporting event.
- Partners jointly enrolling in a recreation/leisure program, community education class, or school club that includes same-age peers, and introducing themselves to other participants.

In addition to completing *Planning a Community Activity* sheets for each outing, partners will complete the *Yes I Can Partner Activity Log* distributed in Lesson 5. The logs should be duplicated from the master in Lesson 5 and made available for completion throughout the remainder of the course. During part of each class session students and instructors will discuss how partner activities are going, and the challenges that have been encountered. These discussions provide partners with a valuable source of support and encouragement, and are an integral part of the program. In addition, they serve as problem-solving sessions during which class members can engage in brainstorming activities that assist each other in developing creative ways to remove or minimize barriers to social inclusion.

Additional Assignments

Journal: In addition to attending class sessions and carrying out weekly social activities with partners, it is suggested that students keep a journal throughout the course. This is designed to give students a means for reflecting on the information and experiences they are encountering in the course, including barriers encountered and successes and failures in dealing with them. It is suggested that the students write in their journals weekly, bring them to class on a regular basis to use during discussions of community experiences, and turn them in periodically for instructor review. This review should focus on how students are dealing with barriers and the course experience in general. Journal entries may also indicate the need for additional lesson topics not included in the curriculum package.

***Final Paper*:** A summary paper at the end of the curriculum is an optional project that may be attractive to some schools desiring to offer academic credit for program participation. The paper is intended to allow students to review their journal entries and use those and other reflections to summarize the ways in which they have changed throughout the term, the lessons learned, the knowledge gained, and feelings experienced, the relationships formed, and the activities carried out. It can be a tool for supporting student awareness of the impact that the course has had on them and to share that with others.

Final Group Project: The last weeks of the program are reserved for a group activity that involves students working collaboratively to identify and attempt to minimize or remove a significant barrier to social inclusion in their community or school. These barriers may be attitudinal, physical, or of any other type. A key element of this group project is students working together and with other supportive individuals within the community to develop and try out solutions to the barrier identified.

Class Celebration. The final lesson in the curriculum leads students in planning and holding a class celebration that marks their successful completion of the program. The celebration can be a time to invite family members, friends, community members, and other teachers and school personnel and to share with them their accomplishments, including the results of the final project, lessons learned and progress achieved through the weekly partner activities, and the overall impact of the program on the lives of all the participants.

Adapting the Curriculum

The *Yes I Can* curriculum has been adapted in a variety of ways by those who have used it. Instructors will often need to stretch certain lessons over more than one class session; they may also choose to omit lessons or change the sequence in which they are presented. The lesson plans presented here are intended as a starting point from which instructors can launch a program that meets the unique needs of their students.

A Special Note to Instructors

> Share the commitment; share the vision;
> together, we will enrich each other.
> – *It's Never Too Early, It's Never Too Late*

The *Yes I Can* program is about commitment. It is based on a vision of sharing, of caring, of developing relationships and the sensitivity to see and accept everyone's contribution...the result of which is mutual enrichment.

There are two keys to the success of this program: clear, open and frequent communication, and a willingness to consider emotions. As an instructor, it is important throughout the program that you communicate with other instructors and staff within your school about the social inclusion of students with disabilities. In some schools, this communication has resulted in new collaborations between teachers, with resources from *Yes I Can* being incorporated into other classes. It is also important to take advantage of opportunities to advocate and educate within the broader school community regarding the social inclusion of all students. This, in turn, will help you build confidence and trust among the students taking part in the *Yes I Can* program.

It is additionally important that you feel comfortable dealing with the emotional needs of *Yes I Can* students. You will have to understand and facilitate the peer-friendship aspect of their relationships.

Understanding these two distinct – yet equally important – facets of the program will greatly enhance your probability of success. As a professional involved in the *Yes I Can* program, you are more than just an advocate for students with disabilities. You are also a facilitator for the social and emotional growth of all students participating in the program.

Reference: Mount, B. and Zwernik, K. (1988). *It's Never Too Early, It's Never Too Late.* St. Paul, MN: Minnesota Planning Council on Developmental Disabilities.

Lesson 1
Orientation to the Program

Objective

The purpose of this lesson is to provide an overview of the *Yes I Can* program.

Key Learning

At the end of this lesson, students should:

- Understand the purpose, activities, and requirements of the *Yes I Can* program.

Materials

- ***Instructor Readings***
  Preface section of the *Yes I Can* curriculum
- ***Overheads***
  Overhead 1: *Yes I Can Mission*
  Overhead 2: *What's Expected of Students in Yes I Can*
  Overhead 3: *Why Participate in the Yes I Can Program?*
  Overhead 4: *Characteristics of a Successful Partner*
- ***Handouts***
  Handout 1: *What's Expected of Students in Yes I Can*

Instructor Preparation

1. Review the Preface to this curriculum.
2. Prepare overhead transparencies and duplicate handouts.

Lesson Plan

1. **Introduce yourself, any other staff, and the students.**

2. **Describe the program's purpose and activities.**

- Display and read through *The Yes I Can Mission* (Overhead).
- Describe the purpose and activities based on the information in *About This Curriculum* in the Preface of this manual.

3. **Discuss what is expected/required of the students (adapt at discretion of instructor) using *What's Expected of Students in Yes I Can* (Overhead and Handout) covering the following:**

- *Attendance and Participation*: Students will attend class sessions and participate in class discussions, complete readings and other assignments, and plan and carry out weekly social activities with their partners.
- *Journal*: Students will make weekly entries in a journal, reflecting on their experiences in the *Yes I Can* program, both in and outside of the classroom.
- *Social Activity*: Students will plan and carry out weekly social activities with their partners. The goal of the activities is to improve the social inclusion of the socially-isolated partner with a disability. The activities can occur inside or outside the school setting. For each activity students will complete a *Yes I Can Partner Activity Log,* and for at least the first few activities also complete the *Planning a Community Activity* worksheet (to be distributed during Lesson 5).
- *Final Group Project*: Students will plan and carry out a major final project that addresses one or more barriers to the social inclusion of class members (and others) with disabilities. The project is discussed and assigned in Lesson 18.
- *Class Celebration:* Students will plan and hold a final celebration marking their completion of the *Yes I Can* program and their experiences during it. Planning of the celebration is the focus of Lesson 20.

- *Summary Paper*: Optional: Students may, at the discretion of the instructor, complete a summary paper at the conclusion of the program that draws on their journal entries and other recollections of their experiences in *Yes I Can* and what they've learned through the program.

4. **Discuss reasons students with and without disabilities might participate in the *Yes I Can* program:**

- Solicit reasons from students and list them for all to see.

  – Make sure that the reasons provided are from the perspectives of both students serving as facilitators and students who are taking part to enhance their own social inclusion.

- Use *Why Participate in the Yes I Can Program?* (Overhead) to provide possible additional reasons.

5. **Explain that in Lesson 5 students will be paired with partners with whom they will plan and carry out social activities for the remainder of the program. Cover the following:**

- That part of the program is designed to support the social inclusion of the partner with a disability who is experiencing social isolation.

  – This means that the activities should be planned so that the partners have opportunities to interact with other people during their outings.

  – Examples of activities that support social inclusion include going to a movie and then meeting classmates afterward for snacks; going to a school sporting event with friends of the partner who is the inclusion facilitator; and joining a club, program, or other activity together and introducing each other to the other participants.

  – It also means that the activities should be the kinds of activities that peers of the same-age are doing.

- Ask students to describe the kind of person that they would most like to have as a partner for the weekly social activities.
- Review *Characteristics of a Successful Partner* (Overhead) and

discuss the following qualities of partners:

– *Sensitive:* Is aware of and considerate of the feelings, needs, and preferences of one's partner.

– *Respectful:* Appreciates and values each person's right to privacy; personal opinions, beliefs, and values; culture; and right to make personal decisions.

– *Caring:* Expresses genuine interest in and concern for partner.

– *Flexible:* Takes life as it presents itself and changes plans when necessary.

– *Patient:* Realizes that most things we value take time and effort to achieve, including making new friends.

– *Non-judgmental:* Appreciates differences among people and doesn't judge others negatively merely because they are different than one's self.

– *Creative:* Looks at familiar things in a new light; develops new and different solutions to common problems.

– *Responsible:* Follows through with promises and commitments and owns one's own actions.

– *Willing to Learn:* Seeks to learn new things and to learn from mistakes.

– *Realistic:* Acknowledges one's challenges and limitations, sets goals accordingly, and uses good judgment when confronted with problems and unfamiliar situations.

– *Humorous:* Laughs at one's self and *with* others; sees the humor in situations.

– *Cooperative:* Works effectively with others and can put group goals before individual goals.

– *Bold:* Takes reasonable risks and initiates activities.

– *Self-confident:* Believes in oneself and one's abilities.

6. **Conclude the class by letting students know the topics and/ or activities that will be part of the next class.**

The *Yes I Can* Mission

The mission of the Yes I Can program is to create an environment in which all students – those with and without disabilities – have more opportunities to build rewarding friendships with peers.

Young adults have a great contribution to make to their schools and communities. We believe that through the experiences they have in *Yes I Can* they will develop a stronger sense of self-worth and social connection, which will help them create better relationships and a better society.

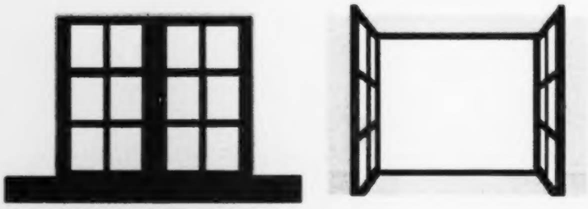
What's Expected of Students in *Yes I Can*?

Class Attendance and Participation

Personal Journal

Weekly Social Activities

Group Project to Remove Barriers



Final Celebration

Why Participate in the *Yes I Can* Program?

- To have fun.
- To make new friends.
- To learn more about how to be a friend.
- To make the community and school a more welcoming place for everyone.
- To learn more about disabilities.
- To discover more about whom I am.
- To explore possible career options.

Characteristics of a Successful Partner

Sensitive
Respectful
Caring
Flexible
Patient
Non-judgmental
Creative
Responsible
Willing to learn
Realistic
Humorous
Cooperative
Bold
Self-confident

Outstanding
Partner

What's Expected of Students in *Yes I Can*

- ***Attendance and Participation***: Students will attend the weekly classes and participate in class discussions, complete readings and other assignments, and plan and carry out social activities with their partners.
- ***Journal***: Students will make weekly entries in a journal, reflecting on their experiences in the *Yes I Can* program, both in and outside of the classroom.
- ***Social Activity***: Students will plan social activities jointly with their partners. The activities can be inside or outside the school setting. For each activity students will complete a *Yes I Can Partner Activity Log* and the *Planning a Community Activity* worksheet (to be distributed during Lesson 5). The activities should be planned so that the partners have opportunities to interact with other people during their outings. Examples of activities that support social inclusion include going to a movie and then meeting classmates afterward for snacks; going to a school sporting event with friends of the partner who is the inclusion facilitator; or joining a club, program, or other activity together and introducing each other to the other participants. Activities should be the kinds of activities that peers of the same-age are doing.
- ***Final Team Project***: Students will plan and carry out a major final project that addresses one or more barriers to the social inclusion of class members (and others) with disabilities. The project is discussed and assigned in Lesson 18.
- ***Class Celebration:*** Students will plan and hold a final celebration marking their completion of the *Yes I Can* program and their experiences during it. The planning of the celebration is the focus of Lesson 20.

Lesson 2
Introductions

Objective

The purpose of this lesson is to create a comfortable, non-threatening environment in which students can introduce themselves to one another.

Key Learning

At the end of this lesson, students should:

- Know the names of all other students.
- Have met and talked with many of the other students in the class about personal likes and dislikes and/or common experiences.

Materials

- ***Handouts***
  Handout 1: *Find Someone Who...* (for half of the group)
  Handout 2: *Who's Like You?* (for half of the group)
  Handout 3: *Interview Sheet* (for entire group)

Instructor Preparation

1. Duplicate handouts.

Lesson Plan

1. Re-introduce everyone present.

- It's important to set a tone of acceptance and openness so that students look forward to coming to class.

- Explain the importance of this class being a safe, supportive environment, and that the best way to accomplish this is to build trust in relationships by learning about each other.
- Arrange chairs in a circle (instructor should be included).
- Introduce yourself (instructor) first, sharing something personal about yourself. For example:

  – An important friendship of yours, and the impact it has had on your life.

  – A funny teaching experience.

  – Why you see this as an important program, using a "story" about a student.

  – An anecdote about your own high school days, illustrating something that made a difference in a relationship for you.
- Have each student introduce him or herself by name, going around the circle.

2. **Have students get to know each other better by using *Find Someone Who...* (Handout) and *Who's Like You?* (Handout).**

- Introduce students to this exercise by telling them that the friendships we make are typically with persons who: (a) we view as similar to or "like" ourselves; (b) we have common interests with; (c) have similar preferences or likes and dislikes; or (d) have similar experiences to ours.
- Inform students that in this exercise it is their task to find out something about as many of their classmates as possible.
- Distribute *Find Someone Who... and Who's Like You?* (Handout) to half the students and *Who's Like You* (Handout) to the remaining students.

  – Ask the students to spend 10-15 minutes mingling with each other and completing their worksheets.

  – For non-readers, have fellow students read questions aloud and assist their peers in completing the worksheets.
- Bring the class back together and have students share areas for which they were able to find someone like themselves.

- After each student has had the opportunity to share, discuss the following questions with the class:

  – Overall, are we more similar to or different from each other in our experiences, likes, and dislikes?

  – In what ways are we most like each other?

  – In what ways are we different?

  – Although similarities help friendships get started, how might the differences that exist between two people bring something special to a friendship?

- Ask each student to share one of the areas for which he or she was able to find someone like them.

3. Have all students fill out an *Interview Sheet* (Handout).

- Remind students that within the next few sessions they will be assigned a partner with whom to work for the remainder of the program.

  – Inform them that one way to help ensure that these partnerships work well is for you to have as much information as possible about each student's interests, talents, and background.

- Distribute *Interview Sheet* (Handout) to each student, and assign each student to work with a partner.

  – Have partners (where possible) interview each other and write down pertinent information on the sheets.

  – In cases in which individuals are not able to carry out this task, their partner should assist them.

- Collect the sheets. Create a file on each student and place the sheet in it. This sheet will be used again in Instructor Preparation for Lesson 5.

4. Conclude the class by letting students know the topics and/or activities that will be part of the next class.

Find Someone Who...

Please find classmates who are described in one or more blanks below. Have each person sign his/her name on the line next to the phrase that describes them. Try to get all the blanks filled in.

Find someone who...

1. has canoed or gone boating in the past year: ________________________
2. has never gone camping: ________________________
3. comes from a family of more than four: ________________________
4. has been in a talent show: ________________________
5. does not like ice cream: ________________________
6. has a birthday the same month as yours: ________________________
7. has seen a wild deer this month: ________________________
8. has been to a concert within the last two months: ________________________
10. noticed that we skipped number 9: ________________________
11. likes to ski (water or snow): ________________________
12. knows the first name of the school principal: ________________________
13. is a member of a school club or organization: ________________________
14. doesn't wear a watch: ________________________
15. was born in a different state than you: ________________________
16. is afraid of heights: ________________________
17. has taken an out-of-state vacation over the summer: ________________________
18. was a Boy Scout/Girl Scout: ________________________
19. likes spinach: ________________________
20. attended a concert this year: ________________________

Who's Like You?

Find a person who meets the following criteria for being "like you." Try to find a different person to sign each line.

1. Who was born the same month as you: ____________________
   Month? ____________________
2. Who has the same favorite color as you: ____________________
   Color? ____________________
3. Who has the same color eyes as you: ____________________
   Color? ____________________
4. Who has the same favorite TV show as you: ____________________
   Show? ____________________
5. Who has a hobby like yours: ____________________
   Hobby? ____________________
6. Who has the same favorite food as you: ____________________
   Food? ____________________
7. Who would do the same thing as you if you both received $100,000: ____________
   What? ____________________
8. Who has the same kind of pet as you: ____________________
   Pet? ____________________

Interview Sheet

Your Name: ______________________________

The following is a list of questions that your teacher will use in matching you with a *Yes I Can* partner.

Tell me something about yourself: ______________________________

____

How many members in your family? ______________________________

What pets do you have? ______________________________

Where did you go to elementary school? ______________________________

____

Are you a member of any teams, groups, or clubs? If so, which ones? ______________________________

____

Are you involved in any volunteer activities? If so, which ones? ______________________________

____

What types of things do you like to do for fun? ______________________________

____

Do you have a job? If so, what is it? ______________________________

What are your plans for the year? ______________________________

____

What would you like to do after high school? ______________________________

____

What are some things that you are really good at? ______________________________

____

Lesson 3

"A New Way of Thinking"

Objective

The purpose of this lesson is to introduce the concept that people with disabilities are full members of the communities in which they live and are entitled to the supports that will allow them to lead satisfying, high quality lives.

Key Learning

At the end of this lesson, students should be able to:

- Know the meaning of the term *developmental disability*.
- Understand the importance of people-first language.
- Recognize that with appropriate supports most persons with developmental disabilities can live productive, active lives in their local communities.
- Understand how perceptions about people with developmental disabilities have changed over the years.

Materials

- ***Videotape***
  A New Way of Thinking (23 minutes). (See Appendix for instructions on ordering).
- ***Overhead***
  Overhead 1: *Definition of Developmental Disability*
  Overhead 2: *Needs of Persons with Developmental Disabilities*
  Overhead 3: *Some New Ways of Thinking*

Instructor Preparation

1. Obtain and preview *A New Way of Thinking* (Videotape).
2. Gather information about landmark legislation and court cases in your state that have had an impact on persons with disabilities. Your state's Developmental Disabilities Council or Arc chapters may be information sources.
3. Prepare overhead transparencies.

Lesson Plan

1. **Introduce the concept of *developmental disabilities* as the focus of today's discussion about a new way of thinking.**

- Ask students what they know about developmental disabilities. As they respond, list their comments for all to see.
- After a number of students have had a chance to respond, display *Definition of Developmental Disability* (Overhead) and discuss the definition. In your discussion make sure to note that:

  – Most people with disabilities do not have developmental disabilities. There are many other types of disabilities. Ask students to name some (e.g., physical disability, learning disability, emotional disability).

  – Developmental disabilities significantly affect many areas of a person's life.

  – Developmental disabilities are long-term disabilities that a person does not "grow out of."

  – Developmental disabilities are not in any way contagious.

  – Developmental disabilities appear during the early years of our lives (infancy, childhood, adolescence).

2. **Discuss some needs of persons with disabilities.**

- Explain to students that persons with developmental disabilities have specific needs that must be met if they are to live a high quality of life within the community.

- Ask students to brainstorm as to what some of the needs might be. As they provide ideas, write them for all to see.
- Present *Needs of People with Developmental Disabilities* (Overhead) and discuss the following points:

  – *To be seen as people first:* Individuals with developmental disabilities need to be viewed first and foremost as people. All too often, however, individuals equate the person with the disability and focus on what the person cannot do, rather than on their capabilities.

  – *To experience love and friendship:* When asked to name those things that contribute most to the quality of their lives, individuals with developmental disabilities consistently rank social relationships as one of the most, if not the most, important factor.

  – *To experience continuity:* All individuals need stability in their lives, including stability in social relationships and in a support system. Without this kind of stability, support is often unavailable when it is needed most.

  – *To be respected:* To experience a sense of belonging, all individuals, including those with developmental disabilities, must feel valued as persons and feel that their goals, dreams, likes, dislikes, decisions, and basic rights are taken into consideration by others. In the absence of this respect, people quickly come to feel like second class citizens rather than full members of the community.

  – *To have opportunities to make choices:* One of the most valued aspects of our lives as young adults and adults is the personal control we are able to exercise. Persons with developmental disabilities value the opportunity to make decisions that reflect their own preferences rather than those of others.

  – *To develop the skills to participate fully in the community:* To participate in the community to the fullest extent possible, individuals with developmental disabilities must have the opportunity to practice and refine their skills in the areas of communication, recreation/leisure, mobility, social interaction, and others. Without the chance to learn and practice such behaviors, full inclusion will remain a goal that is difficult to achieve

– *To have a place to live.* A permanent place to live – to call home – is critical if one is to experience a sense of belonging in the community. Too often it is difficult for persons with developmental disabilities to find housing that is affordable, safe, and stable.

– *To be able to find employment and contribute economically to their communities:* Persons with developmental disabilities often possess the skills, knowledge, and motivation to work within the community on a regular basis. In many cases, however, such individuals are unable to find the jobs they desire because of prejudice, myths, and misconceptions on the part of the general public. When provided with the opportunity to work, most persons with developmental disabilities prove to be reliable, conscientious employees who pay taxes like any employee, thus contributing to their communities.

3. **Introduce the concept of "a new way of thinking," which includes changing the way we think, act, and write policies in relation to individuals with developmental disabilities. Use *Some New Ways of Thinking* (Overhead) to guide discussion of the following points:**

- *People with disabilities are, first and foremost, people with abilities.* Our old language, such as *handicapped person, retarded person,* and *the retarded* puts the emphasis on the disability and makes people see only that. Our new language – *person with a disability, person with mental retardation* and *people with disabilities* – first and foremost recognizes the personhood of the individual.

– Note that the way we talk and the way we think are linked: one shapes the other. By thinking of persons with disabilities as people with a whole range of traits and abilities, we start seeing and talking about people with disabilities as people first. And by using people-first language, we challenge the attitudes that lead people to see what someone *can't* do, rather than all the things they *can* do and all their capabilities.

- *People with disabilities have high expectations for the quality of their lives.* People with developmental disabilities at one time were treated as though they couldn't feel, think, take in information, express their desires, make contributions to their community or make choices.

  – Point out that often their quality of life was very limited by rules, regulations, policies, and attitudes that were based on the ideas that people with disabilities should be hidden from the rest of society, that people with disabilities could never make their own decisions, and that people with disabilities could never be productive, valued members of communities.

  – Emphasize that we're learning now that a much different kind of life is possible for persons with disabilities, a life in which there is the opportunity to develop their abilities, live in the community, make choices, and create a satisfying life.

- *People with disabilities are looking for interdependent, informal support systems, and community living.* In order to attend classes, hold jobs, live in their own homes, participate in social activities, and get from one place to another some people with disabilities need assistance from others. It is best when these supports happen naturally, with coworkers, friends, neighbors, families, and classmates lending a hand as part of the ordinary course of events. This enables persons with disabilities to participate more fully in community life.

- *People with disabilities are looking for more individually-based planning and services – not for planning based on available funds or for standardized services through agencies.* In the past decade we have been moving away from services for people with disabilities that are based on a one-size-fits-all approach, as though every person with a disability needed and wanted the same things as every other person with a disability. We are moving toward providing services in a manner that is based on the individual needs, resources, and goals of each person.

- *These changes mean that people with developmental disabilities are seeking the following:*

  – To have a home, not just a roof over their heads.

  – To learn skills that are useful in everyday life.

  – To work a real job, not just do busywork.

– To develop and maintain relationships with people they care about and who care about them.

4. **Introduce, view, and discuss *A New Way of Thinking* (Videotape).**

- Introduce the videotape with instructions to students that, as they view the tape, they should identify the basic human rights discussed, and look for instances of how these are now being fulfilled in the lives of people with developmental disabilities.

- After viewing, discuss the videotape using the following questions as a guide:

  – In what different areas within their community are people with developmental disabilities shown?

  – What are some of the basic human rights listed by the narrator?

  – What were some of the services provided to help people with disabilities remain in their own homes?

  – Diane was unable to remain in her own home. What made her new living arrangement more home-like?

  – Although none of us are totally independent, Nina's independence may be more limited than yours. She will require more supports, and more interdependence. What might some of these supports be? What does that mean to you, to Nina, and to the community?

  – The transition team suggested that Frank continue his cleaning job when he left school. Do you feel that Frank was given an opportunity to share in that planning?

  – What are some of the changes that need to happen "out there" in order for "a new way of thinking" to really make a difference in the lives of persons with disabilities?

5. **Conclude the class by letting students know the topics and/ or activities that will be part of the next class.**

Definition of Developmental Disability

A developmental disability is a severe, chronic disability which:

- **Is caused by a mental or physical impairment or a combination of mental and physical impairments.**
- **Appears before the person reaches age 18.**
- **Is likely to continue indefinitely.**
- **Results in substantial limitations in three or more of the following areas of major life activity: self-care, receptive and expressive language, learning, mobility, self-direction, capacity for independent living and economic self-sufficiency.**

and

- **Results in a need for care, treatment or other services that are lifelong or long-term, and are individually planned and coordinated.**

Source: Based on The Developmental Disabilities Act of 1984 (P.L. 98-527, Section 102).

Needs of People with Developmental Disabilities

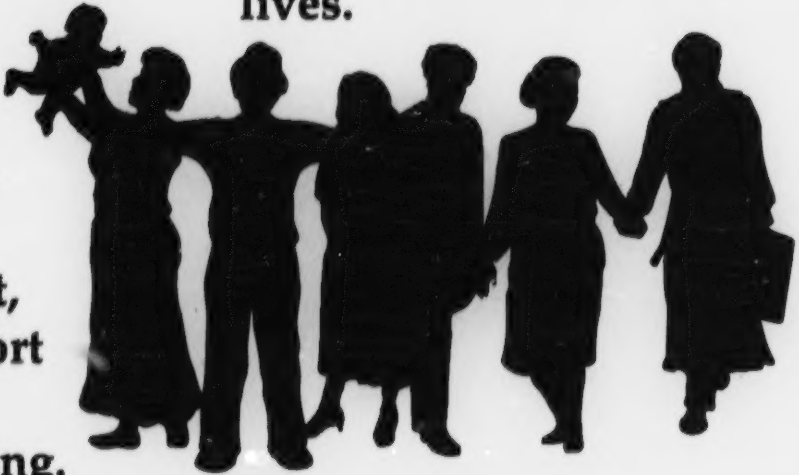
- To be seen as people first.
- To experience love and friendship.
- To experience continuity.
- To be respected.

- To have opportunities to make choices.
- To develop the skills that are necessary to participate fully in the community.

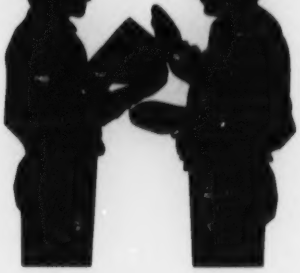
- To have a place to live.
- To be able to find employment and contribute to the community.

Some New Ways of Thinking

- People with disabilities are, first and foremost, people with *abilities.*
- People with disabilities have high expectations for the quality of their lives.



- People with disabilities are looking for interdependent, informal support systems, and community living.



- People with disabilities are looking for more individually based planning and services.

Lesson 4
How We're Alike

Objective

The purpose of this lesson is to increase understanding of the similarities between people, whether they have disabilities or not. It will prepare students for being paired with the partner with whom they'll plan and carry out social activities for the remainder of the program.

Key Learning

At the end of this lesson, students should be able to:

- Identify their own interests.
- Identify similarities between the interests of classmates with and without disabilities.
- Identify the steps involved in planning successful recreational/leisure activities with their partners.
- Identify accessibility needs that may need to be addressed for students with disabilities to take part in recreation/leisure activities.

Materials

- ***Overheads***
  Overhead 1: *Group's Recreational Interests Graph*
  Overhead 2: *Planning a Community Activity*
- ***Handouts***
  Handout 1: *Recreational Interests*
  Handout 2: *Recreation Resources List* (developed by instructor)
  Handout 3: *Community Activity Scenarios*
  Handout 4: *Planning a Community Activity*
  Handout 5: *Partnership Information Form*

Instructor Preparation

1. Duplicate handouts and prepare overhead transparency. For the *Community Activity Scenarios* (Handout 4) you may want to duplicate and cut apart the scenarios.
2. Develop a local *Recreation Resources List.* It is suggested that the list include the names, addresses, and phone numbers of resources to contact for more information about activities within the local community in the following areas: Music/ Dance/Theatre, Movies, Museums, Community Education, Outdoor Organizations/Activities, Parks and Nature Centers, Spectator Sports (professional, college, high school), Fairs/ Festivals, and Indoor Recreation Centers.

Lesson Plan

1. **Discuss the role that personal interests play in the development of social relationships. Make sure to cover the following points:**

- Similar interests may draw together people who do not initially know one another. Ask students for examples from their own experience of situations in which they met people through a common interest.
- Similarities in interests help to keep relationships going. Ask students to describe friendships that started with a mutual interest and continue in part because of mutual interests.
- Over time, the interests of people who have developed social relationships with each other become more similar. In other words, friends often develop similar interests. Ask students to describe friendships in which they and their friend have developed new interests together.

2. **Discuss the personal interests of students. Make sure that each student has the opportunity to respond to at least one question. Suggested discussion questions are:**

- What are one or two activities that you like to do?

- How did these interests develop for you?
- What types of activities do you dislike?
- How did you discover that you dislike these things?
- Do most people have the same interests?
- How have your interests helped you to meet people and start relationships?

3. Have students complete *Recreational Interests* (Handout).

- Pair students and have each member of the pairs complete the handout by filling in the circle for each item that best describes how much they like that activity.

  – If some students need support in this activity, provide their partners with ideas about how to most effectively assist them.
- Remind students to give their own answers and avoid being influenced by their partners.
- Remind students there are no right or wrong answers.
- After approximately 10 minutes bring the whole group back together.

4. Graph and discuss the group results for "Like" and "Strongly Like" on the *Recreational Interests Graph* (Overhead).

- As you read each interest item on the graph, ask students to raise their hands if they answered "Like" or "Strongly Like."

  – Count the number raising their hands and make a mark at that intersection on the graph.

  – Continue in this manner through all the items.
- After graphing the results, use the graph to discuss student interests. Some suggested discussion questions are:

  – What interests did most people share?

  – Are there some interests that are less common?

– Does this graph show that everyone has the same interests?

5. **Discuss *Recreation Resources List* (Handout).**

- Distribute the list of community recreation resources that you developed.
- Indicate that students can use this list, together with *Recreational Interests* (Handout) that they just completed, as they plan activities with their partners, which will begin in the next class.
- Ask students if there are any resources they would like to add to the list that fit with their interests. Invite students to add to the list over the coming months.

6. **Have students plan a hypothetical recreational activity using *Community Activity Scenarios* (Handout) and *Planning a Community Activity* (Handout).**

- Explain to students that if they want their upcoming community activities with their partners to be successful, they will need to plan the activities ahead of time. Cover the following points:

  – We all plan our leisure/recreation/social activities, but usually we do it informally, by just thinking about it or talking about it, rather than by filling out a form.

  – For this class students will do formal planning by filling out a planning sheet for each weekly activity they do with their partner.

  – This planning is necessary to deal with the barriers most people with disabilities face when they take part in community events. Common barriers include transportation, attitudes of others, expenses, or scheduling.

  – By carefully planning community activities, students will increase the likelihood that both partners will enjoy themselves and feel more socially connected.

- Pair students for this planning exercise based on their abilities and need for assistance.

- Distribute *Community Activity Scenarios* (Handout), assigning one-third of the pairs to each of the three scenarios.
- Inform students that their task is to use the information in their scenario to plan the community activity described in the scenario.

  – Distribute a copy of *Planning a Community Activity* (Handout) to each student. During this planning exercise, at least one partner of each pair should fill out *Planning a Community Activity* (Handout)

  – Using *Planning a Community Activity* (Overhead), walk through each step of the process before students begin it.

  – Allow students approximately 15-20 minutes to complete the planning task.
- Bring the class back together and discuss the plans students have developed, pointing out aspects of their plans that would facilitate success, as well as those factors they may have failed to take into consideration.

7. **Prepare students to be paired with partners during the next class.**

- Explain that at the start of the next class students will be paired with their partners, with whom they'll work for the rest of the course. Each pair will include a student with a disability who would like to become more socially connected, and a second student who will fill the role of inclusion facilitator.
- Review the purpose of the partnerships:

  – The partners will, each week, plan and carry out a social activity together. It can be a school activity such as a sports event or a community activity such as a movie and pizza.

  – The partners will plan activities that enable the student with a disability who is socially isolated to meet and interact with people in addition to their partner.

  – Through these partnerships each pair of students will identify and work to overcome barriers to social inclusion for the student with a disability who desires to be more socially connected. And they will get to know each other, share common interests, and have fun.

- Hand out and have students complete *Partnership Information Form* (Handout). Explain that you will use the information on the sheet, along with their *Recreational Interest* sheets and the *Interview Sheet* (from Lesson 3), to pair people.

  – If there are students in the class who are unable to accurately complete the information form, contact a parent/ guardian to obtain the needed information.

- Collect the *Recreational Interest* sheets and *Partnership Information* form and explain that at the start of the next class you'll let students know who they'll be working with as a partner. These forms will be used later in the curriculum, so the instructor may want to keep them in a file for each student.

- Suggest that in the meantime they be thinking about an activity they'd like to do with their partner during their first outing.

8. **Conclude the class by letting students know the topics and/ or activities that will be part of the next class.**

Group's Recreational Interests: Like/Strongly Like

	0	1	2	3	4	5	6	7	8	9	10	11	12+
Restaurants													
Shopping													
Stereo/Music													
Reading													
TV/Video													
Movies													
Telephone													
Special Events													
Swimming													
Cooking													
Sunbathing													
Exercise													
Spectator Sports													
Frisbee													
Biking													
Parties													
Travel/Tours													
Concerts													
Cards													
Softball													
Picnicking													
Boating													
Dance													
MiniGolf													
Art													
Gardening													
Singing													
Volleyball													
Fishing													
Skiing													
Theatre													
Bowling													
Camping													
Video Games													
Table Games													
Tennis													
Pool/Billiards													
Soccer/Kickball													
Horseback Riding													
Amusement Parks													
Ping Pong													
Jogging													
Weight Training													
Basketball													
Sledding													
Photography													
Ice Skating													
Roller Skating													
Collecting													
Crafts													
Hiking													

Planning a Community Activity

Each student should complete a copy of this worksheet.

1. **Activity You Are Planning:** ______________________________

2. **Date and Time You'll Do the Activity:** ______________________________

- Determine a date and time that are convenient for both students (for example, Saturday September 3rd, at 4:00 p.m.).

3. **Your Transportation Needs: What type of transportation will you need to get to the activity:** ______________________________

____

How will you meet your transportation needs: ______________________________

____

Departure time and place: ______________________________

Time and place to be picked up to return home: ______________________________

How will you and your partner confirm transportation arrangements with each other before the activity: ______________________________

4. **Your Expenses: How much will you need to spend, and is it within your budget?**

Ticket or admission price: $ ______________________________

Food and snacks: $ ____________________

Transportation: $ ____________________

Total Expenses: $ ____________________

5. **Barriers You Will Have to Overcome or Remove: Identify any potential barriers that may interfere with your ability to participate in the activity. Consider the following:**

External Barriers (physical barriers such as stairs; rules and policies; attitudes and behavior of others): ____________________

____

____

Personal Barriers (knowledge or skills necessary for participation; feelings of fear or anxiety; health conditions): ____________________

____

____

Steps you will take to deal with each barrier: ____________________

____

____

____

Other people or resources that can help you overcome or remove the barriers:

____

____

6. **Your Medical Needs: What medical needs do you have that should be considered in planning the activity:** ____________________

____

Steps you and your partner will take to make sure your medical needs are known and taken care of: ____________________

____

- The steps should include: bring identification, including your medical alert card if you have one; bring emergency phone numbers, including parents and staff; bring additional money for phone calls in an emergency; upon arrival, determine the location of phones and emergency exits.

Emergency procedures you and your partner need to know: ____________________

____

____

7. Reservations You Have to Make or Tickets You Have to Purchase:

____

____

If you need to make reservations or purchase tickets ahead of time, where will you do that and who will be responsible: ____________________

____

8. Your Plans to Confirm the Activity with Your Partner: How will you contact your friend the day before your activity to confirm plans and times (will you phone each other, will you meet at a certain time in school?): ____________________

____

What is your partner's telephone number: ____________________

What is your partner's address: ____________________

____

What are the names of your partner's parent(s) or guardian: ____________________

____

9. How will the activity you are planning include opportunities for interaction with people besides your partner? (If it does not include those opportunities, you will need to go back and revise your plan): ____________________

____

____

____

____

____

Recreational Interests

Name ____

For each item below, fill in the one circle that shows how much you like that activity.

	Strongly Dislike	Dislike	No Opinion	Like	Strongly Like
Restaurants	○	○	○	○	○
Shopping	○	○	○	○	○
Stereo/Music	○	○	○	○	○
Reading	○	○	○	○	○
TV/Videos	○	○	○	○	○
Movies	○	○	○	○	○
Telephone	○	○	○	○	○
Special Events	○	○	○	○	○
Swimming	○	○	○	○	○
Cooking	○	○	○	○	○
Sunbathing	○	○	○	○	○
Exercise	○	○	○	○	○
Spectator Sports	○	○	○	○	○
Frisbee	○	○	○	○	○
Biking	○	○	○	○	○

Recreational Interests, continued

	Strongly Dislike	Dislike	No Opinion	Like	Strongly Like
Parties	○	○	○	○	○
Travel/Tours	○	○	○	○	○
Concerts	○	○	○	○	○
Cards	○	○	○	○	○
Softball	○	○	○	○	○
Picnicking	○	○	○	○	○
Boating	○	○	○	○	○
Dance	○	○	○	○	○
Mini Golf	○	○	○	○	○
Art	○	○	○	○	○
Gardening	○	○	○	○	○
Singing	○	○	○	○	○
Volleyball	○	○	○	○	○
Fishing	○	○	○	○	○
Skiing	○	○	○	○	○
Theatre (Plays)	○	○	○	○	○
Bowling	○	○	○	○	○
Camping	○	○	○	○	○
Video Games	○	○	○	○	○

Recreational Interests, continued

	Strongly Dislike	Dislike	No Opinion	Like	Strongly Like
Table Games	○	○	○	○	○
Tennis	○	○	○	○	○
Pool/Billiards	○	○	○	○	○
Soccer/Kickball	○	○	○	○	○
Horseback Riding	○	○	○	○	○
Amusement Parks	○	○	○	○	○
Ping Pong	○	○	○	○	○
Jogging	○	○	○	○	○
Weight Training	○	○	○	○	○
Basketball	○	○	○	○	○
Sledding	○	○	○	○	○
Photography	○	○	○	○	○
Ice Skating	○	○	○	○	○
Roller Skating	○	○	○	○	○
Collecting	○	○	○	○	○
Crafts	○	○	○	○	○
Hiking	○	○	○	○	○
Museums	○	○	○	○	○

Community Activity Scenarios

Choose one of the following scenarios to use along with the *Planning a Community Activity* worksheet.

1. Maya is a young woman with a visual impairment. She expresses a desire to eat at a restaurant for your first community outing. You both agree on Italian food for Saturday night and you are to make the reservations at a restaurant. She must use public transportation or walk because her family has no car. It will be late and dark when you finish dinner, and she will have difficulty seeing well enough to walk home alone, even from the bus stop.

- What steps are needed to arrange this evening?
- What barriers do you anticipate encountering during the community experience?
- List possible resources where you can get more information if needed to complete any steps in decision making.

2. Josh is a young man with cerebral palsy. He also has a seizure disorder which is well controlled with medication taken four times daily. Josh uses a powered wheelchair for mobility and an electronic communication device for expressing speech. Josh wants to attend a baseball game on your next outing. He uses public transportation for persons with disabilities.

- What steps are needed to arrange this outing?
- What barriers do you anticipate encountering during the community experience?
- List possible resources for any steps where information is not readily available to solidify decision-making.

3. Marissa is a young woman with mental retardation. She loves horses even though she has never been near one. She would like to go horseback riding on your first outing.

- What steps are needed to arrange this outing?
- What barriers do you anticipate encountering during the community experience?
- List possible resources where you can get more information if needed to complete any steps in decision making.

Planning a Community Activity

Each student should complete a copy of this worksheet.

1. **Activity You Are Planning:** ______________________________

2. **Date and Time You'll Do the Activity:** ________________________

- Determine a date and time that are convenient for both students (for example, Saturday September 3rd, at 4:00 p.m.).

3. **Your Transportation Needs: What type of transportation will you need to get to the activity:** ______________________________

   ____

   How will you meet your transportation needs: ____________________

   ____

   Departure time and place: ______________________________

   Time and place to be picked up to return home: ____________________

   How will you and your partner confirm transportation arrangements with each other before the activity: ______________________________

4. **Your Expenses: How much will you need to spend, and is it within your budget?**

   Ticket or admission price: $ ____________________

   Food and snacks: $ _________________

   Transportation: $ _________________

   Total Expenses: $ _________________

5. **Barriers You Will Have to Overcome or Remove: Identify any potential barriers that may interfere with your ability to participate in the activity. Consider the following:**

External Barriers (physical barriers such as stairs; rules and policies; attitudes and behavior of others): ______________________

____

____

Personal Barriers (knowledge or skills necessary for participation; feelings of fear or anxiety; health conditions): ______________________

____

____

Steps you will take to deal with each barrier: ______________________

____

____

____

Other people or resources that can help you overcome or remove the barriers:

____

____

6. **Your Medical Needs: What medical needs do you have that should be considered in planning the activity:** ______________________

____

Steps you and your partner will take to make sure your medical needs are known and taken care of: ______________________

____

- The steps should include: bring identification, including your medical alert card if you have one; bring emergency phone numbers, including parents and staff; bring additional money for phone calls in an emergency; upon arrival, determine the location of phones and emergency exits.

Emergency procedures you and your partner need to know: ____________

7. Reservations You Have to Make or Tickets You Have to Purchase:

If you need to make reservations or purchase tickets ahead of time, where will you do that and who will be responsible: ____________

8. Your Plans to Confirm the Activity with Your Partner: How will you contact your friend the day before your activity to confirm plans and times (will you phone each other, will you meet at a certain time in school?): ____________

What is your partner's telephone number: ____________

What is your partner's address: ____________

What are the names of your partner's parent(s) or guardian: ____________

9. How will the activity you are planning include opportunities for interaction with people besides your partner? (If it does not include those opportunities, you will need to go back and revise your plan): ____________

Partnership Information Form

Please complete the information on this form. It will be used by the *Yes I Can* instructor to match you with a partner.

1. Your name and address: ______________________________
____
2. Is there anyone in the class that you would really like to have as a partner?
____
3. Why do you want to be that person's partner? ______________________________
____
4. Please mark the days and times that you are free for activities with your partner:

	Mondays	**Tuesdays**	**Wednesdays**	**Thursdays**	**Fridays**	**Saturdays**	**Sundays**
9-10am							
10-11am							
11am-12pm							
12-1pm							
1-2pm							
2-3pm							
3-4pm							
4-5pm							
5-6pm							
6-7pm							
7-8pm							
8-9pm							
9-10pm							

5. What kinds of transportation do you have for getting to activities? ______________________________
____

Lesson 5
Myths and Misconceptions

Objective

The purpose of this lesson is identify common myths and misconceptions about persons with disabilities, and to explore how those misunderstandings can affect attitudes and hinder the establishment of social relationships.

Key Learning

At the end of this lesson, students should be able to:

- Identify common myths and misconceptions regarding persons with disabilities.
- Cite pertinent facts about persons with disabilities, as well as several specific physical and cognitive disabilities.
- Understand how misunderstandings can affect attitudes and hinder the development of social relationships.

Materials

- ***Overheads***
  Overhead 1: *Yes I Can Partner Activity Log*
- ***Handouts***
  Handout 1: *Planning a Community Activity*
  Handout 2: *Yes I Can Partner Activity Log*
  Handout 3: *Developmental Disabilities: Truth or Myth?*
  Handout 4: *Mental Retardation: Truth or Myth?*
  Handout 5: *Misconceptions About Persons With Physical Disabilities*
  Handout 6: *Test Yourself about Cerebral Palsy*

Instructor Preparation

1. Using *Partnership Information Form* (Handout) and *Recreational Interests* (Handout) from Lesson 4, and *Interview Sheet* (Handout) from Lesson 2, determine which students will be partners for the remainder of the course. Remember to pair each student with a disability who desires to be more socially connected and another student who will fill the role of inclusion facilitator. Come prepared to let students know who their partners are.
2. Duplicate handouts and prepare overhead transparencies.
3. Decide how you want to distribute new copies of the *Community Activity Planning Sheet* (Handout) and *Partner Activity Log* (Handout) for the remainder of the term (all at once today, weekly), and make copies accordingly.

Lesson Plan

1. **Read the list of partners to students. You may want to have students move to sit next to their partners.**

- You may also want to return to students their completed forms, *Recreational Interests* (Handout) and *Interview Sheet* (Handout), previously collected, and give partners a few minutes to share that information with each other.
- Explain to students that each week they will meet with their partner to plan a social activity that will take place in the community or school, and then carry out the activity.

  – Remind students that the activities they select should (a) be based upon their mutual interests, (b) be the kinds of activities others their age participate in, and (c) allow the partners to interact with others, such as classmates and community members who are age-peers.

  – Explain that each week a portion of class time will be set aside for partners to begin planning their weekly activities. They will have to get together outside of class to complete each week's planning.

- Explain to students that there will also be time during each class to review that past week's activity and discuss concerns, surprises, successes and so on that have occurred.

  – Emphasize that if problems occur during outings, students should discuss them with the instructor, either privately or during class.

2. Distribute *Planning a Community Activity* (Handout) and the *Partner Activity Log* (Handout).

- Explain that before going out on an activity, each student, working with their partner, should complete *Planning a Community Activity* (Handout).
- Allow students sufficient time at this point to complete the plan for their first activity.

  – As students work on their plans, circulate among the partners and review their plans, answering questions and making sure that the necessary information is provided and that the selected activity will offer the possibility for the partners to interact with others.

- After students have completed their planning sheets, explain that each person will also need to fill out *Yes I Can Partner Activity Log* (Handout) after completing the weekly social activity with their partner.

  – You may want to use *Yes I Can Partner Activity Log* (Overhead) to guide students through the sheet.

  – If students are not able to fill out the *Partner Activity Log* in written form, provide an alternative means for completing this activity. Alternatives may include tape recording the log, dictating the responses to another person, or drawing pictures that depict activities and their reactions.

- You may want to ask students to turn in their logs to you the week following the activity, or to bring the logs to class each week for use in a group discussion of how the activities are going.
- Let students know how to obtain new logs and planning sheets.

3. **Introduce today's lesson, the concept that myths and misconceptions regarding persons with disabilities often produce negative attitudes. Note the following:**

- Misunderstandings about a disability can evoke the following fears:

  – That we might "catch" it.

  – That we will do or say the wrong thing.

  – That persons with disabilities will harm us.

- Misunderstandings can also create discomfort or embarrassment if we are afraid of the following:

  – That people with disabilities are so different from us that we cannot understand them and they cannot understand us.

  – That we cannot communicate with persons with disabilities.

  – That the needs and wants of persons with disabilities are not the same as ours.

  – That we may feel our own vulnerability and shortcomings in their presence, and have to face up to the fact that we all are likely to experience a disability at some point in our lives.

- Misunderstandings can lead to pity if we believe the following:

  – That persons with disabilities want others to feel sorry for them.

  – That persons with disabilities only need our help, rather than our support and friendship.

  – That persons with disabilities are less fortunate, and want "special" attention (e.g., *special* education, *special* friends).

4. **Have students complete and discuss *Developmental Disabilities: Truth or Myth?* (Handout) and *Mental Retardation: Truth or Myth?* (Handout).**

- *Option: Some instructors have found that exercises 4 and 5 are more interactive and more interesting for students when presented in a game show format. Using that format, students take turns* *serving as the show's host while others form teams of four to five individuals (with and without disabilities) and attempt to correctly answer the questions. Each team is presented with a question and given a limited amount of time to arrive at an answer (e.g., 30 seconds). Whether or not the team answers the question correctly, the answer is discussed among all class members and another team is then given an opportunity to respond to the next question.*

- Distribute *Developmental Disabilities: Truth or Myth?* (Handout) and *Mental Retardation: Truth or Myth?* (Handout) and have students work with their partners to complete them.

  – Remind them that this is not a test and worksheets won't be collected or checked. Rather, they are a learning tool.

- After all students have completed their worksheets, as a group discuss the myths and misconceptions using the information provided on the two instructor answer sheets.

– Make sure to ask if any of the facts discussed are new to the students, and if so, which facts.

6. **Have students fill out and discuss *Misconceptions About Persons with Physical Disabilities* (Handout) and *Test Yourself About Cerebral Palsy* (Handout).**

- Distribute *Misconceptions About Persons with Physical Disabilities* (Handout) and *Test Yourself About Cerebral Palsy* (Handout) and have students get back together with their partners to complete them.

- After all students have completed their worksheets, as a group discuss the answers using the information provided on the two instructor answer sheets.

  – Make sure to ask if any of the facts discussed are new to the students, and if so, which facts.

7. **Conclude the class by letting students know the topics and/ or activities that will be part of the next class.**

- Also remind students to complete their activity logs following their first outing with their partner and bring the logs to class for discussion.

Yes I Can Partner Activity Log

Please fill out this sheet after each social activity with your partner.

- Your name: ______________________________
- Partner's name: ______________________________
- Date of activity: ____________________
- What did you do for your activity? ______________________________
  ____
- How much time did you spend together for the activity? ____________
- What worked well? ______________________________
  ____
  ____
- What could have gone better? ______________________________
  ____
  ____
- How was it? (circle as many as you like)

Fun!	O.K.	**INTERESTING**
Uncomfortable	EXCITING!	***Disappointing***

- Comments and concerns: ______________________________
  ____
  ____

Planning a Community Activity

Each student should complete a copy of this worksheet.

1. **Activity You Are Planning:** ______________________________

2. **Date and Time You'll Do the Activity:** ______________________________

- Determine a date and time that are convenient for both students (for example, Saturday September 3rd, at 4:00 p.m.).

3. **Your Transportation Needs: What type of transportation will you need to get to the activity:** ______________________________

   ____

   How will you meet your transportation needs: ______________________________

   ____

   Departure time and place: ______________________________

   Time and place to be picked up to return home: ______________________________

   How will you and your partner confirm transportation arrangements with each other before the activity: ______________________________

4. **Your Expenses: How much will you need to spend, and is it within your budget?**

   Ticket or admission price: $ ______________

   Food and snacks: $ ______________

   Transportation: $ ______________

   Total Expenses: $ ______________

5. **Barriers You Will Have to Overcome or Remove: Identify any potential barriers that may interfere with your ability to participate in the activity. Consider the following:**

   External Barriers (physical barriers such as stairs; rules and policies; attitudes and behavior of others): ____________________

   Personal Barriers (knowledge or skills necessary for participation; feelings of fear or anxiety; health conditions): ____________________

   Steps you will take to deal with each barrier: ____________________

   Other people or resources that can help you overcome or remove the barriers:

6. **Your Medical Needs: What medical needs do you have that should be considered in planning the activity:** ____________________

   Steps you and your partner will take to make sure your medical needs are known and taken care of: ____________________

- The steps should include: bring identification, including your medical alert card if you have one; bring emergency phone numbers, including parents and staff; bring additional money for phone calls in an emergency; upon arrival, determine the location of phones and emergency exits.

Emergency procedures you and your partner need to know: ______________

____

____

7. **Reservations You Have to Make or Tickets You Have to Purchase:**

____

____

If you need to make reservations or purchase tickets ahead of time, where will you do that and who will be responsible: ______________

____

8. **Your Plans to Confirm the Activity with Your Partner: How will you contact your friend the day before your activity to confirm plans and times (will you phone each other, will you meet at a certain time in school?):** ______________

____

What is your partner's telephone number: ______________

What is your partner's address: ______________

____

What are the names of your partner's parent(s) or guardian: ______________

____

9. **How will the activity you are planning include opportunities for interaction with people besides your partner? (If it does not include those opportunities, you will need to go back and revise your plan):** ______________

____

____

____

____

____

Yes I Can Partner Activity Log

Please fill out this sheet after each social activity with your partner.

- Your name: ______________________________
- Partner's name: ______________________________
- Date of activity: ____________________
- What did you do for your activity? ______________________________
- How much time did you spend together for the activity? ______________
- What worked well? ______________________________
- What could have gone better? ______________________________
- How was it? (circle as many as you like)

Fun!	O.K.	**INTERESTING**
Uncomfortable	EXCITING!	*Disappointing*

- Comments and concerns: ______________________________

Developmental Disabilities:
Truth or Myth?

Place a "✓" in one box for each statement to show whether the statement is true or is a myth.

Truth	*Myth*	
☐	☐	1. People with developmental disabilities who do not live with their families live in institutions.
☐	☐	2. Brothers and sisters of persons who have developmental disabilities should take care of them so they will not be placed in a different home.
☐	☐	3. People with developmental disabilities should have realistic hopes and dreams about their lives.
☐	☐	4. People with developmental disabilities don't have the same feelings that people without disabilities have.
☐	☐	5. People with developmental disabilities who are employed do not receive pay.
☐	☐	6. In order to keep a job, being dependable and getting along with others is more important than IQ.
☐	☐	7. When someone does not learn a skill, it does not mean that the person *cannot* learn the skill.

Answer Sheet

Developmental Disabilities: Truth or Myth?

1. **People with developmental disabilities who do not live with their families live in institutions. MYTH.**

- They live in all sorts of settings: in their own apartments or houses, alone or with roommates; in group homes or other residential settings that may have up to 15 people living there with paid support staff; in cooperative housing with multiple families and individuals; in their family home with family members. Some are still in institutions, and efforts are underway across the country to move them into community settings.

2. **Brothers and sisters of persons who have developmental disabilities should take care of them so they will not be placed in a different home. MYTH.**

- The responsibilities that family members take for each other's care varies greatly from family to family and culture to culture. In each situation, the needs of everyone involved ought to be considered, and the best possible options selected to meet those needs.

3. **People with developmental disabilities should have realistic hopes and dreams about their lives. TRUTH.**

- The labels "realistic" or "unrealistic" are often used in situations where the abilities of an individual with disabilities are being underestimated. It is important to not make assumptions about what a person with a disability can or cannot do. Sometimes what is truly realistic can initially seem impossible to others.

4. **People with developmental disabilities don't have the same feelings as people without disabilities. MYTH.**

- We all experience similar emotions, whether we express them the same way or not.

5. **People with developmental disabilities who are employed do not receive pay. MYTH.**

- People with disabilities who have jobs earn money just like anyone else. Many persons with disabilities work in competitive employment – the same kinds of jobs held by people without disabilities. For people with more severe disabilities, there may be a need for supported employment. In supported employment people are hired to guide and assist the individual as they perform their job. Those working in supported employment typically earn much less money than those in competitive employment.

6. **In order to keep a job, being dependable and getting along with others is more important than IQ. TRUTH.**

- Each job has different skill requirements. For example, some require that a person do physical labor, some that they talk to the public, some that they work with numbers, some that they be good at writing, and so on. While the education, training, and abilities differ for each, the two traits that are needed on any job are dependability and being able to get along with others.

7. **When someone does not learn a skill, it does not mean that the person *cannot* learn the skill. TRUTH.**

- When a person is learning a skill, that learning doesn't take place in isolation. It involves other people, in a certain location, at a certain time of day, with specific methods of training or teaching. If a person has difficulty learning a skill, it may be that the information needs to be presented differently, that another person might be a better trainer or teacher, that the location is too distracting, or that it is a time of day when the person often has trouble concentrating. Sometimes changing the environment makes it possible for a person to learn a skill more easily.

Mental Retardation: Truth or Myth?

Place an "T" for truth or an "M" for myth in front of each statement.

_______ 1. People with mental retardation come from families with all different levels of intelligence.

_______ 2. Mental retardation can occur because of malnutrition, lead poisoning, or inadequate medical care.

_______ 3. People with mental retardation remain children forever.

_______ 4. Mental retardation is contagious.

_______ 5. All people with mental retardation are mentally ill.

_______ 6. All individuals with mental retardation have the capacity to learn.

_______ 7. There are more than 3 million persons with mental retardation in the U.S.

_______ 8. Down syndrome is a form of mental retardation.

_______ 9. Persons with mental retardation do not know what they want.

_______ 10. A person with mental retardation just wants to sit and watch television.

_______ 11. People with mental retardation do not want to be with nondisabled peers.

_______ 12. Fifty percent (50%) of mental retardation cases could be prevented.

_______ 13. For many years, the basic services that we all need for normal development have been denied to those with mental retardation.

_______ 14. People with mental retardation have strong, uncontrollable sex drives.

_______ 15. People with mental retardation can learn appropriate social behavior.

_______ 16. People with mental retardation should not have the same rights as others.

_______ 17. Most people with mental retardation are very similar to people without mental retardation.

Answer Sheet

Mental Retardation: Truth or Myth?

1. **People with mental retardation come from families with all different levels of intelligence. TRUTH.**

- Mental retardation can occur in families in which parents and siblings have extremely high, extremely low, or average levels of intelligence. Even forms of mental retardation that are genetically based occur equally often in families whose members have all levels of intelligence.

2. **Mental retardation can occur because of malnutrition, lead poisoning or inadequate medical care. TRUTH.**

- Mental retardation can occur as a result of any of the factors listed. Malnutrition of mothers during pregnancy and poor infant nutrition during the first years of life all have the potential to interfere with the development and growth of brain cells and may lead to mental retardation. Lead poisoning of children caused by eating lead-based paint chips or other materials with a high lead content (such as dirt in areas with a lot of car and truck traffic) is thought to be one of the leading causes of mental retardation among children living in poor areas of cities. Inadequate medical care can result in a number of conditions that can lead to mental retardation, including infant malnutrition and birth complications.

3. **People with mental retardation remain children forever. MYTH.**

- The cognitive abilities of persons with mental retardation develop at a slower rate than those of persons who do not have this disability. Many other skills and aspects of development (e.g. social development, physical development) may be unaffected by the disability and develop at an average or near average rate. For example, a 15-year-old youth with mental retardation may possess social skills or physical skills close to those of other 15-year-olds.

4. **Mental retardation is contagious. MYTH.**

- The definition of "contagious" is that something – usually a disease – can be spread from one person to another. Mental retardation is not contagious.

5. **All people with mental retardation are mentally ill. MYTH.**

- A person with mental retardation may or may not have mental illness. The two conditions are unrelated to each other.

6. **All individuals with mental retardation have the capacity to learn. TRUTH.**

- There may be vast differences in the rate at which persons with and without mental retardation learn and the skill levels they eventually attain. Most research, however, indicates that regardless of the severity of a person's cognitive disability, if they are conscious they are capable of learning.

7. **There are more than three million persons with mental retardation in the U.S. TRUTH.**

- About 1 to 3% of the population of the U.S. are persons with mental retardation. Given the current U.S. population of 250 million, this means that there are between 2.5 and 7.5 million persons in this country with mental retardation.

8. **Down syndrome is a form of mental retardation. TRUTH.**

- Down syndrome is one of the more common types of mental retardation. It is a form of cognitive disability that results from abnormalities in chromosomes.

9. **Persons with mental retardation do not know what they want. MYTH.**

- Individuals with mental retardation have personal preferences – likes and dislikes – just as do persons without mental retardation. As with most persons, some of these preferences stay the same over time while others change.

10. **A person with mental retardation just wants to sit and watch television. MYTH.**

- If given the opportunity to experience a variety of recreation and leisure activities, persons with mental retardation are likely to develop a wide range of personal preferences in these areas. Unfortunately, in many cases the only option they have available is to remain at home and watch television.

11. **People with mental retardation do not want to be with nondisabled peers. MYTH.**

- Most individuals with mental retardation value social relationships with a variety of people. Some of these persons may happen to have disabilities, and others may not. For the majority of individuals with cognitive disabilities, the most important factor is not whether another person has a disability, but rather how they are treated by the person.

12. **Fifty percent of mental retardation cases could be prevented. TRUTH.**

- Adequate medical care, the removal of environmental toxins, and early educational intervention programs have the potential to prevent up to 50% of all cases of mental retardation.

13. For many years, the basic services that we all need for normal development have been denied to those with mental retardation. TRUTH.

- For many years, infants, children, and adults with mental retardation were institutionalized in under-stimulating, extremely restrictive environments and denied the right to quality educational, occupational, and mental health services. It was not until the 1980s that adults with mental retardation started moving out of large state institutions and into community settings. It was not until 1976 that children with mental retardation were guaranteed an appropriate public education.

14. People with mental retardation have strong, uncontrollable sex drives. MYTH.

- Upon reaching puberty, young adults with mental retardation develop sex drives just like any other adolescents. These drives are similar to those of their peers without disabilities with respect to their strength.

15. Individuals with mental retardation can learn appropriate social behavior. TRUTH.

- We develop appropriate social behaviors by observing other persons interact with each other. When given the opportunity to interact with their peers without disabilities on a regular basis, most persons with mental retardation develop socially appropriate behaviors and use them in a wide variety of environments.

16. People with mental retardation should not have the same rights as others. MYTH.

- The basic rights to which we are entitled are not based upon our levels of academic competence or intelligence, but rather upon the fact that we are human beings. All persons are entitled to an education, adequate housing, and the opportunity to work and contribute to their communities.

17. Most people with mental retardation are very similar to people without mental retardation. TRUTH.

- There are many more similarities than differences between persons with and without mental retardation with respect to: the manner in which they behave, their likes and dislikes, the way they learn, and their need for social relationships and a sense of belonging within their communities. Given the many areas of similarity, those differences that exist between persons with and without cognitive disabilities are few and/or relatively insignificant.

Misconceptions About Persons with Physical Disabilities

For each of the following seven misperceptions, write the letter of the matching fact in the space provided.

_____ 1. All physical disabilities are progressive, meaning, they will get worse.

_____ 2. People with very severe physical disabilities also have mental retardation.

_____ 3. Epilepsy is a form of mental illness.

_____ 4. People with physical disabilities do not have sexual feelings and are not sexually active.

_____ 5. Children cannot have arthritis.

_____ 6. Improved medical technology has resulted in a decreased number of persons with physical disabilities.

_____ 7. Physical disabilities like cerebral palsy and spina bifida are contagious.

A. People of all ages, including young children, can have arthritis.

B. Children with severe physical and medical needs are increasing in numbers due to advances in medical care that save their lives.

C. Cerebral palsy and spina bifida are not contagious; they are present at birth.

D. Most physical disabilities will not get better or get worse over time. A person with a physical disability can improve their physical skills with therapy, but it is not a cure. Some physical disabilities, such as muscular dystrophy, will slowly get worse.

E. A person with a physical disability may or may not have another disability such as mental retardation, a learning disability, hearing impairment, or visual impairment.

F. A person with a physical disability has the same sexual feelings as anyone else.

G. A person with epilepsy may or may not have a mental illness. They are unrelated.

Answer Sheet

Misconceptions About Persons with Physical Disabilities

For each of the following seven misperceptions, write the letter of the matching fact in the space provided.

D 1. All physical disabilities are progressive, meaning, they will get worse.

E 2. People with very severe physical disabilities also have mental retardation.

G 3. Epilepsy is a form of mental illness.

F 4. People with physical disabilities do not have sexual feelings and are not sexually active.

A 5. Children cannot have arthritis.

B 6. Improved medical technology has resulted in a decreased number of persons with physical disabilities.

C 7. Physical disabilities like cerebral palsy and spina bifida are contagious.

A. People of all ages, including young children, can have arthritis.

B. Children with severe physical and medical needs are increasing in numbers due to advances in medical care that save their lives.

C. Cerebral palsy and spina bifida are not contagious; they are present at birth.

D. Most physical disabilities will not get better or get worse over time. A person with a physical disability can improve their physical skills with therapy, but it is not a cure. Some physical disabilities, such as muscular dystrophy, will slowly get worse.

E. A person with a physical disability may or may not have another disability such as mental retardation, a learning disability, hearing impairment, or visual impairment.

F. A person with a physical disability has the same sexual feelings as anyone else.

G. A person with epilepsy may or may not have a mental illness. They are unrelated.

Test Yourself About Cerebral Palsy

Please circle the correct response to each question.

1. True False Cerebral palsy is sometimes referred to as "CP."
2. True False Cerebral palsy is caused by damage to a part of the brain that controls muscles.
3. True False All people with cerebral palsy have mental retardation.
4. True False Cerebral palsy is contagious.
5. True False Cerebral palsy can be cured by physical therapy.
6. True False All people with cerebral palsy use wheelchairs.
7. True False You should never talk about physical disabilities when someone who has a disability is present.

8. How many infants are born with cerebral palsy every year?
    a. less than 1,000
    b. 1,000 to 5,000
    c. more than 5,000

9. When can cerebral palsy occur?
    a. before birth
    b. during birth
    c. following birth
    d. all of the above

10. People with cerebral palsy may also have:
    a. vision impairments
    b. hearing impairments
    c. learning problems
    d. other medical problems
    e. all of the above

Answer Sheet

Test Yourself About Cerebral Palsy

Please circle the correct response to each question.

1. [✓ True] False — Cerebral palsy is sometimes referred to as "CP."
2. [✓ True] False — Cerebral palsy is caused by damage to a part of the brain that controls muscles.
3. True [✓ False] — All people with cerebral palsy have mental retardation.
4. True [✓ False] — Cerebral palsy is contagious.
5. True [✓ False] — Cerebral palsy can be cured by physical therapy.
6. True [✓ False] — All people with cerebral palsy use wheelchairs.
7. True [✓ False] — You should never talk about physical disabilities when someone who has a disability is present.

8. How many infants are born with cerebral palsy every year?
   a. less than 1,000
   b. 1,000 to 5,000
   [✓ c.] more than 5,000

9. When can cerebral palsy occur?
   a. before birth
   b. during birth
   c. following birth
   [✓ d.] all of the above

10. People with cerebral palsy may also have:
   a. vision impairments
   b. hearing impairments
   c. learning problems
   d. other medical problems
   [✓ e.] all of the above

Lesson 6
Quality-of-Life Issues

Objective

The purpose of this lesson is to expand students' understanding of factors that contribute to quality of life – particularly the importance of friendships, support systems, and experiencing a sense of belonging in one's community – and to explore those issues that persons with disabilities must confront in order to develop friendships and participate within their communities.

Key Learning

At the end of this lesson, students should be able to:

- Identify factors that affect their quality of life.
- Identify issues that people with disabilities might have to confront in developing friendships and living within their communities.

Materials

- ***Videotape***
  Jenny's Story (15 minutes). (See Appendix for instructions on ordering).
- ***Overhead***
  Overhead 1: *The Quality of Life Wheel*
  Overhead 2: *How Important Is It...?*
- ***Handouts***
  Handout 1: *The Quality of Life Wheel*
  Handout 2: *How Important Is It...?*
  Handout 3: *How Do You Measure Your Quality of Life?*

Instructor Preparation

1. Duplicate handouts and prepare overhead transparencies.
2. Acquire and preview the videotape *Jenny's Story*.

Lesson Plan

1. **Review and discuss the partner activities for the past week.**

- Gather students into a circle, and ask partners to share some of the experiences they had in their initial community activities. Encourage them to use their completed journals and their *Partner Activity Log* (Handout) to refresh their memories. Possible discussion questions are:

  – What activity did you engage in?

  – How did you like it?

  – Did you discover/learn anything new that the rest of the class might like to know about?

  – What worked well and what would you do differently next time?

- Make sure that each pair of students is given the opportunity to share. Provide reinforcement for their initial efforts at carrying out a partner activity regardless of their success.
- After you have completed the discussion, collect the completed *Partner Activity Logs* (Handout) and review them prior to the next session. In reviewing, note any common concerns or problems encountered and discuss them with the entire class next time.

2. **Begin preparation for the next partner activities using new copies of *Planning a Community Activity* (Handout) and *Partner Activity Log* (Handout) duplicated from Lesson 5.**

- Distribute new copies of the planning form and activity log to each student.

- Have students get together with their partners and begin planning their next activities. Allow about 15 minutes.

  – As they plan, move among them and make sure their plans are appropriate, provide opportunities for interaction with people in addition to their partners, and are complete.

  – After about 15 minutes, inform them that they will now have to arrange a time to meet with their partner outside of class to finish the plan prior to their activities. Allow a couple of minutes for that to take place.

3. Re-group into large group, and introduce today's lesson on quality of life by showing *Jenny's Story* (Videotape). After viewing, discuss the following:

- What do you think people's typical reactions are to being excluded? How does it feel?
- Why might it be difficult for some students to accept their peers with disabilities?
- What happens to students without disabilities when they have the opportunity to accept differences in their school/ community?
- What is Jenny's reaction to inclusion?
- How might the inclusion of students with disabilities affect the quality of life experienced by these individuals and their peers without disabilities?

4. Identify and discuss the factors that give quality to our lives using *The Quality of Life Wheel* (Handout, Overhead).

- Distribute *The Quality of Life Wheel* (Handout) to all students.
- Ask students to take 5-10 minutes to individually complete the wheel by writing down in each of its sections those things that contribute positively to the quality of their lives.

  – You may want to demonstrate using *The Quality of Life Wheel* (Overhead). Examples of what they might write are: work/school, spirituality, family, culture, values, choices, entertainment, possessions, relationships, and recreation.

– If some students are unable to complete this task on their own, assign another student to assist them.

- Direct the students' attention to *The Quality of Life Wheel* (Overhead), and ask students to identify the areas that contribute to quality in their lives. Write their responses on the overhead.
- Discuss the responses. Suggested discussion questions are:

– Looking at the things, places, people, opportunities, and activities that are important to your quality of life, in what ways is your life better because of them? Why?

– What are some choices you made today that have affected your quality of life?

– How important is it to you to be able to make choices about the quality of your life?

– What would you do if no one honored your choices?

5. **Have students complete *How Important Is It...?* (Handout).**

- Assign students to work together in pairs or small groups.
- Ask students to take about 15 minutes to complete the handout, with each student completing his/her own sheet.

– If some students need assistance, ask another to provide it.

– Remind students that there are no right or wrong answers.

– Emphasize that answers should be individual, not influenced by a partner.

- Bring the class back together as a group and review each area of *How Important Is It...?* (Handout), asking students to identify those items they rated as "Extremely Important" and "Very Important."

– As they share responses, tally them on *How Important Is It...?* (Overhead).

- Compare responses for those with and those without disabilities to see if there is a difference in the areas of control rated "Extremely Important" and "Very Important."

- Ask students to identify any other areas of personal control that are important to quality of life that were not mentioned.
- Discuss the differences between personal control in relation to authority figures (superior status) and peers (equal status).
- Discuss how the level of control one exercises over the various areas of life is affected by a disability. Pay particular attention to those areas related to friendship and community participation.

6. **(Optional) If you feel students would benefit from synthesizing information from the discussion and by having an individual product to use, have them complete *How Do You Measure Your Quality of Life?* (Handout).**

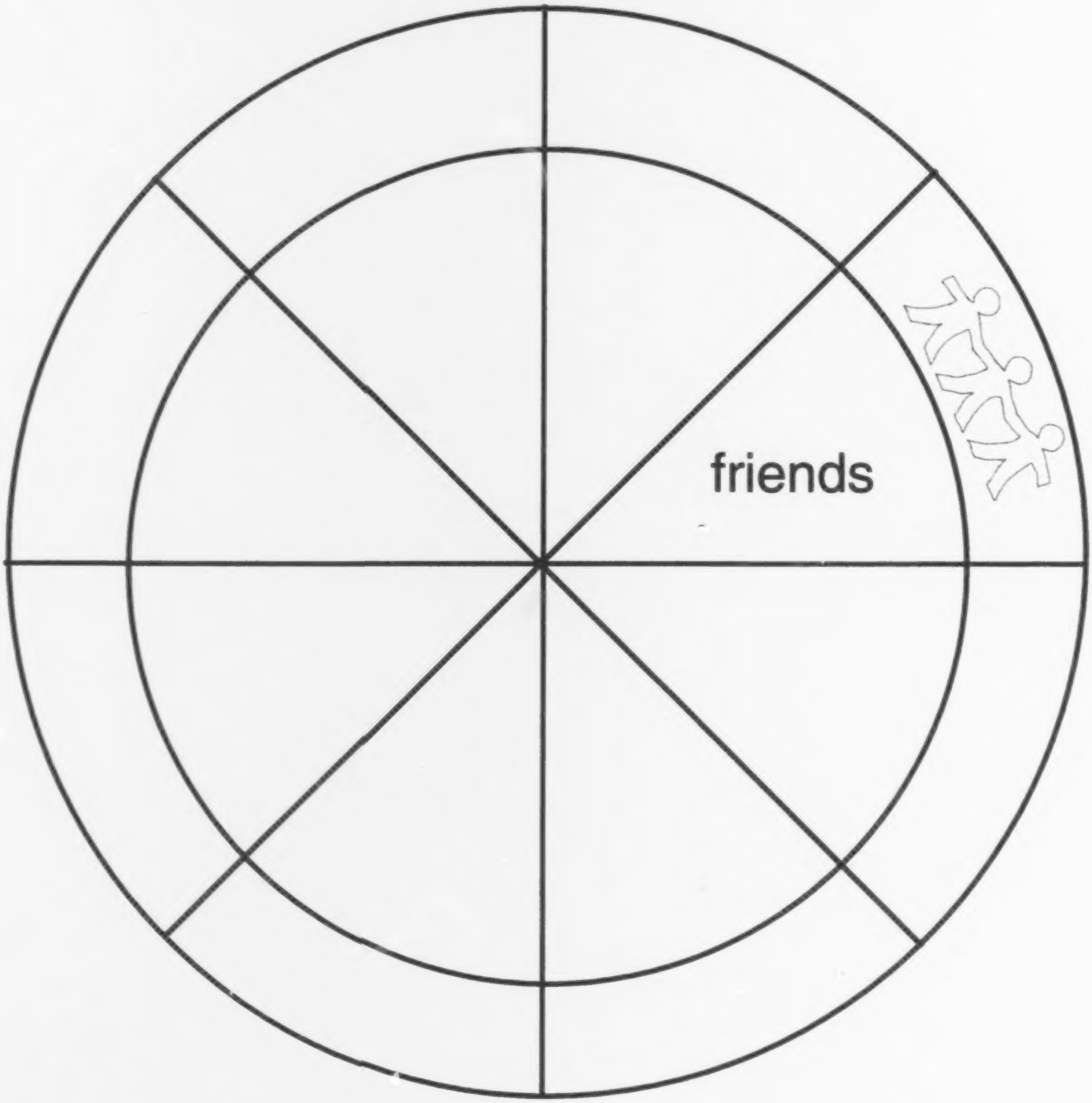
- Assign students to work together in pairs and distribute *How Do You Measure Your Quality of Life?* (Handout).
- Have students take 10 minutes to respond to the questions with each student completing his/her own sheet.
- Bring the class back together and review each area covered by the worksheet, asking students to share their responses to the questions.
- When appropriate, point out the similarities and differences that reflect the uniqueness and personal preferences of each student.
- Discuss how having control over a particular area of one's life increases the likelihood that the area will have a positive influence on the quality of life one experiences.

7. **Conclude the class by letting students know the topics and/or activities that will be part of the next class.**

- Remind students to get together outside class to complete their activity planning sheet.
- Remind students to complete the *Partner Activity Log* (Handout) after their next outing and bring it to class.

The Quality of Life Wheel

Fill in the pie graph with words and drawings to represent the activities, things, people, places, and opportunities that contribute to your quality of life.



How Important Is It...?

For each statement, please put a check mark (✔) below the response that best describes how important each is to you.

School

How important is it that you...

	Extremely Important	Very Important	Somewhat Important	Not at All Important	Don't Know
1) Can attend planning meetings about your courses, the goals you will work on, and your plans for after graduation (for example, IEP meetings, meetings with guidance counselors, etc.)?	___	___	___	___	___
2) Can refuse to take certain courses or have certain goals or objectives included in your school plan or IEP if you feel they are not right for you?	___	___	___	___	___
3) Have a say about who can see your school records?	___	___	___	___	___
4) Have someone available to explain your rights as a student?	___	___	___	___	___
5) Can learn how to better participate in decisions that affect you in school?	___	___	___	___	___

Adapted with permission from Bronicki, G. J. , Ruben, S., Summers, J.A., Roeder-Gordon, C., Turnbull, A.P., & Turnbull, H.R. III (1987). *The preference checklist: What's important in planning a quality life in the community*. Lawrence, KS: Future Planning Project, Kansas University Affiliated Facility, Bureau of Child Research and Department of Special Education, The University of Kansas.

Health

How important is it that you...

	Extremely Important	Very Important	Somewhat Important	Not at All Important	Don't Know
1) Decide who will give you advice about your health needs?	___	___	___	___	___
2) Decide who your doctor, dentist, and other specialist will be?	___	___	___	___	___
3) Schedule your own appointments with a doctor or dentist?	___	___	___	___	___
4) Decide *not* to let a doctor do anything to you?	___	___	___	___	___
5) Decide when to take over-the-counter medications such as pain relievers?	___	___	___	___	___

Relationships

How important it is that you...

	Extremely Important	Very Important	Somewhat Important	Not at All Important	Don't Know
1) Can choose your own friends?	___	___	___	___	___
2) Can invite your friends to visit you at your home?	___	___	___	___	___
3) Can decide the types of relationships you will have with certain people (for example, acquaintance, friend, dating)?	___	___	___	___	___

	Extremely Important	Very Important	Somewhat Important	Not at All Important	Don't Know
4) Have friends who respect your opinions?	___	___	___	___	___
5) Have friends who take your feelings seriously?	___	___	___	___	___

Sex

How important is it that you...

	Extremely Important	Very Important	Somewhat Important	Not at All Important	Don't Know
1) Can go to classes or get advice about sexuality?	___	___	___	___	___
2) Can make your own choice about birth control?	___	___	___	___	___
3) Can decide whether or not you want to get married?	___	___	___	___	___
4) Can choose to go on dates?	___	___	___	___	___
5) Can choose whether or not to be sexually active?	___	___	___	___	___

Home/Family

How important is it that you...

	Extremely Important	Very Important	Somewhat Important	Not at All Important	Don't Know
1) Can spend your free time doing things like watching TV, listening to music, or doing nothing?	___	___	___	___	___

	Extremely Important	Very Important	Somewhat Important	Not at All Important	Don't Know
2) Have a place and time in your home where you can be alone if you want to?	___	___	___	___	___
3) Have chances to meet and make friends with people apart from your family?	___	___	___	___	___
4) Can spend long periods of time away from your family with your friends (like trips, special occasions)?	___	___	___	___	___
5) Feel the chores your family asks you to do around the house are important or useful?	___	___	___	___	___
6) May buy clothing, snacks, and other personal items without someone else's permission?	___	___	___	___	___
7) Can schedule your own activities and fun things for weekends and evenings?	___	___	___	___	___

Work (current or future jobs)

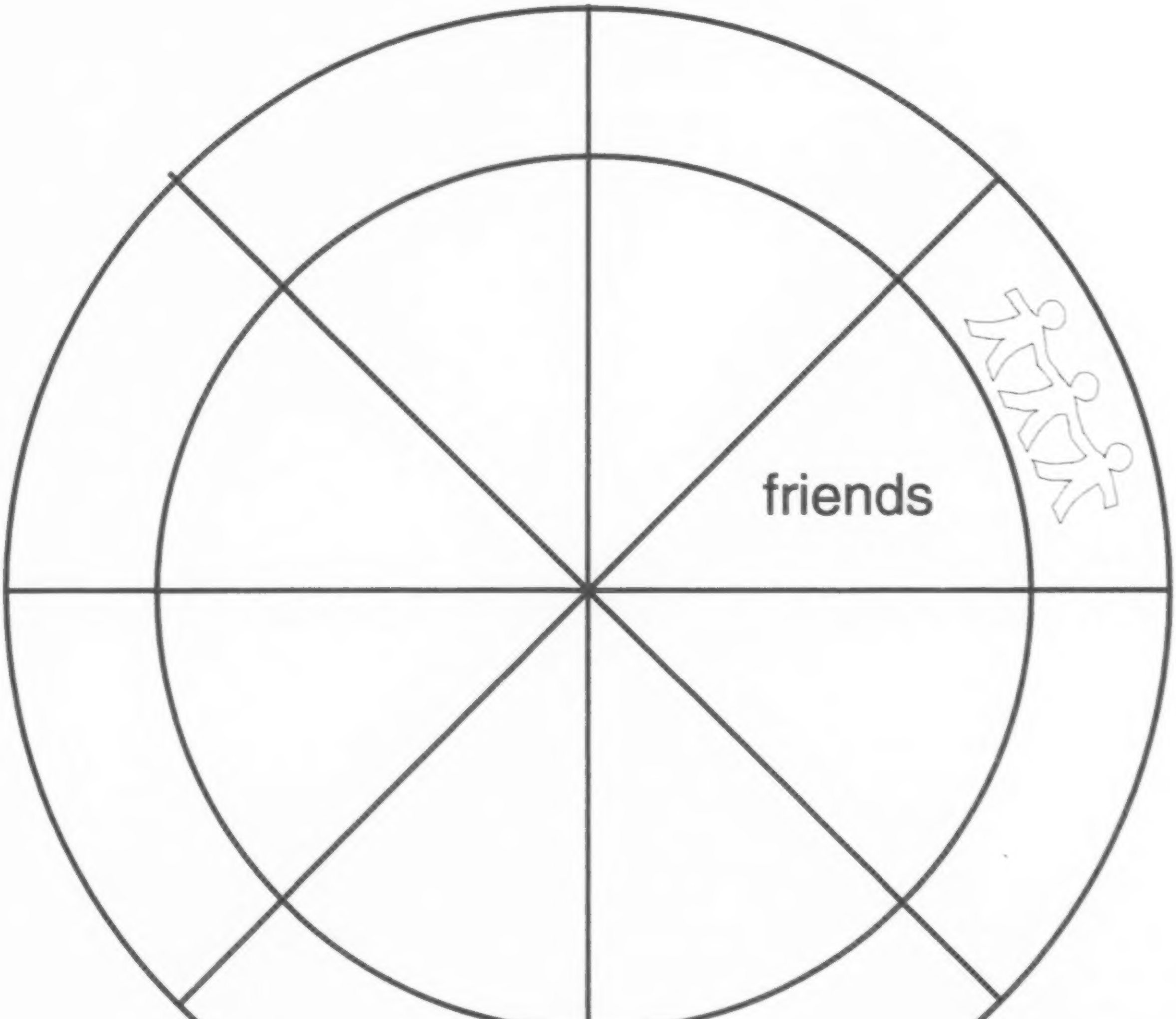
How important is it that you...

	Extremely Important	Very Important	Somewhat Important	Not at All Important	Don't Know
1) Are able to choose the kind of work you want to do?	___	___	___	___	___
2) May choose not to work?	___	___	___	___	___

	Extremely Important	Very Important	Somewhat Important	Not at All Important	Don't Know
3) Are able to get training for the job you would like after graduation?	___	___	___	___	___
4) Feel the work you do at a job is important?	___	___	___	___	___
5) Can schedule your own vacation time?	___	___	___	___	___
6) Have a work schedule that allows you to take part in social events?	___	___	___	___	___
7) Have chances for advancement (raises in salary, promotions)?	___	___	___	___	___

The Quality of Life Wheel

Fill in the pie graph with words and drawings to represent the activities, things, people, places, and opportunities that contribute to your quality of life.



How Important Is It...?

For each statement, please put a check mark (✔) below the response that best describes how important each is to you.

School

How important is it that you...

	Extremely Important	Very Important	Somewhat Important	Not at All Important	Don't Know
1) Can attend planning meetings about your courses, the goals you will work on, and your plans for after graduation (for example, IEP meetings, meetings with guidance counselors, etc.)?	___	___	___	___	___
2) Can refuse to take certain courses or have certain goals or objectives included in your school plan or IEP if you feel they are not right for you?	___	___	___	___	___
3) Have a say about who can see your school records?	___	___	___	___	___
4) Have someone available to explain your rights as a student?	___	___	___	___	___
5) Can learn how to better participate in decisions that affect you in school?	___	___	___	___	___

Adapted with permission from Bronicki, G. J. , Ruben, S., Summers, J.A., Roeder-Gordon, C., Turnbull, A.P., & Turnbull, H.R. III (1987). *The preference checklist: What's important in planning a quality life in the community.* Lawrence, KS: Future Planning Project, Kansas University Affiliated Facility, Bureau of Child Research and Department of Special Education, The University of Kansas.

	Extremely Important	Very Important	Somewhat Important	Not at All Important	Don't Know
Health					
How important is it that you...					
1) Decide who will give you advice about your health needs?	___	___	___	___	___
2) Decide who your doctor, dentist, and other specialist will be?	___	___	___	___	___
3) Schedule your own appointments with a doctor or dentist?	___	___	___	___	___
4) Decide *not* to let a doctor do anything to you?	___	___	___	___	___
5) Decide when to take over-the-counter medications such as pain relievers?	___	___	___	___	___
Relationships					
How important it is that you...					
1) Can choose your own friends?	___	___	___	___	___
2) Can invite your friends to visit you at your home?	___	___	___	___	___
3) Can decide the types of relationships you will have with certain people (for example, acquaintance, friend, dating)?	___	___	___	___	___

	Extremely Important	Very Important	Somewhat Important	Not at All Important	Don't Know
4) Have friends who respect your opinions?	—	—	—	—	—
5) Have friends who take your feelings seriously?	—	—	—	—	—
Sex					
How important is it that you...					
1) Can go to classes or get advice about sexuality?	—	—	—	—	—
2) Can make your own choice about birth control?	—	—	—	—	—
3) Can decide whether or not you want to get married?	—	—	—	—	—
4) Can choose to go on dates?	—	—	—	—	—
5) Can choose whether or not to be sexually active?	—	—	—	—	—
Home/Family					
How important is it that you...					
1) Can spend your free time doing things like watching TV, listening to music, or doing nothing?	—	—	—	—	—

	Extremely Important	Very Important	Somewhat Important	Not at All Important	Don't Know
2) Have a place and time in your home where you can be alone if you want to?	___	___	___	___	___
3) Have chances to meet and make friends with people apart from your family?	___	___	___	___	___
4) Can spend long periods of time away from your family with your friends (like trips, special occasions)?	___	___	___	___	___
5) Feel the chores your family asks you to do around the house are important or useful?	___	___	___	___	___
6) May buy clothing, snacks, and other personal items without someone else's permission?	___	___	___	___	___
7) Can schedule your own activities and fun things for weekends and evenings?	___	___	___	___	___

Work (current or future jobs)

How important is it that you...

1) Are able to choose the kind of work you want to do?	___	___	___	___	___
2) May choose not to work?	___	___	___	___	___

	Extremely Important	Very Important	Somewhat Important	Not at All Important	Don't Know
3) Are able to get training for the job you would like after graduation?	___	___	___	___	___
4) Feel the work you do at a job is important?	___	___	___	___	___
5) Can schedule your own vacation time?	___	___	___	___	___
6) Have a work schedule that allows you to take part in social events?	___	___	___	___	___
7) Have chances for advancement (raises in salary, promotions)?	___	___	___	___	___

How Do You Measure Your Quality of Life?

Please write your answers in the space provided.

1. What makes your life satisfying? What kinds of things give it value?

- At home:

- At school:

- At work:

- With friends:

- In volunteer, community or church activities:

2. Who has control over these areas that affect the quality of your life?

Lesson 7
Understanding Friendships

Objective

The purpose of this lesson is to increase understanding of the concept of friendship, and of the ways in which relationships and friendships develop for different people.

Key Learning

At the end of this lesson, students should be able to:

- Explain ways that relationships and friendships may develop.
- Demonstrate understanding of the importance of friendships.
- Identify the roles their circles of friends play in their lives.

Materials

- ***Videotape***
  With a Little Help From My Friends (20 minutes). (See Appendix for instructions on ordering). Note: Questions for discussion are based on segment 1 of the tape, "The Vision."
- ***Overheads***
  Overhead 1: *My Best Friend Is/Would Be...*
  Overhead 2: *Social Inclusion Map*
- ***Handouts***
  Handout 1: *My Best Friend Is/Would Be...*
  Handout 2: *Social Inclusion Map*

Instructor Preparation

1. Obtain and preview videotape.

2. Duplicate handouts and prepare overhead transparencies.

Lesson Plan

1. **Review and discuss the partner activities for the past week.**

- Gather students into a circle, and ask partners to share some of the experiences they had in their weekly community activities. Encourage them to use their *Partner Activity Logs* (Handout) to refresh their memories. Possible discussion questions are:

  – What activity did you engage in?

  – How did you like it?

  – Did you discover/learn anything new that the rest of the class might like to know about?

  – What worked well and what would you do differently next time?

- Make sure that each pair of students is given the opportunity to share. Provide reinforcement for their efforts at carrying out a partner activity regardless of their success.

- After you have completed the discussion, collect the student logs and review them prior to the next session. In reviewing, note any common concerns or problems encountered, and discuss them with the entire class next time.

2. **Begin preparation for the next partner activities using new copies of *Planning a Community Activity* (Handout) and *Partner Activity Log* (Handout) duplicated from Lesson 5.**

- Distribute new copies of the planning form and activity log to each student.

- Have students get together with their partners and begin planning their next activities. Allow about 15 minutes.

  – As they plan, move among them and make sure their plans are appropriate, provide opportunities for interaction with people in addition to their partners, and are complete.

– After about 15 minutes, inform them that they will now have to arrange a time to meet with their partner outside of class to finish the plan prior to their activities. Allow a couple of minutes for that to take place.

3. **Introduce today's lesson by discussing the similarities and differences in the various types of relationships we all develop.**

- To begin the discussion, list various types of relationships for all to see (e.g., parents, siblings, extended family, best friends, acquaintances, teachers, etc.).
- Have students divide into small groups of four to six individuals (make sure each group has persons with and without disabilities). Ask the small groups to discuss what each type of relationship listed means for them personally. Questions for them to consider are:

  – Which types of relationships bring you the greatest satisfaction? Which bring the least satisfaction? Why?

  – Which relationships would you like to improve?

  – Who has control over the way the different relationships progress: both people equally, you, the other person?

- After about 15 minutes, bring the class back together as a large group and discuss the similarities and differences between the various types of relationships, as well as the variety that exists among students with respect to these relationships. Some suggested discussion questions are:

  – How are the different types of relationships similar?

  – How are they different?

  – What similarities and differences exist in the types of social relationships of students in the class (e.g. do some students have more or less of certain types of relationships)?

  – In what ways do the relationships on the list contribute to one's quality-of-life?

4. **Discuss what we receive from one of the closest kinds of relationships we have, our friendships.**

- Using the following list, describe different characteristics found in friendships. It is important to note that not every friendship has all of these things:

  – Friends teach us things, sometimes by showing or telling us directly and sometimes by being role models. For example, a friend may teach us how to do a new dance, or by example may show us how to deal with a difficult person.

  – Friends provide support for us. For example, a friend may give us a ride home, advocate for us in a meeting, or take time to help us with a project.

  – Friends give us information to solve problems or answer questions. For example, a friend may tell us about a job opening or who to talk to at school to get into a club.

  – Friends are there for us when we want to tell someone how happy, worried or sad we are. For example, a friend may listen to what we have to say about a problem with a parent, and the friend will be concerned and supportive.

  – Friends share fun activities with us. For example, a friend may go to a party with us or on a camping trip.

- Ask students to give reasons why having friends is important to them personally.

- Ask students to describe what it would be like to have no friends – how would they feel, what would they do with their free time.

- Ask students to identify some of the barriers that might make it difficult for a person to develop friendships. As they suggest barriers, list them for all to see.

  – Make sure that the list includes physical, social, economic, skill, and opportunity barriers.

5. **Have students complete *My Best Friend Is/Would Be...* (Handout) by describing qualities or character traits of a current or possible future best friend.**

- Pair students with their partners and give each student a copy of the handout.

  – For those students who need help completing the sheet, ask their partners to provide that assistance.

- Remind students to give their own answers, and avoid being influenced by their partners.
- Give students about 10 minutes to complete this exercise.
- Reassemble the group. Ask students to share some of their responses, and record their responses on *My Best Friend Is/ Would Be...*(Overhead).
- Compare and contrast the different qualities that students are looking for in their friendships.
- Reviewing the list, point out that the qualities listed are characteristics of persons *with and without* disabilities.

6. Have students complete *Social Inclusion Map* (Handout).

- Distribute a copy of *Social Inclusion Map* (Handout) to each student, and have students sit with their partners.
- Use *Social Inclusion Map* (Overhead) to demonstrate how to complete the diagram, pointing out the following:

  – Students should think of themselves as at the map's center.

  – The closer they feel to someone, the nearer to the center or "you" circle they should write that person's name.

  – Students can list as many or as few friends, family members, and others as they choose.

  – There are no right or wrong answers.

- Have students work with their partners for about 10 minutes to complete individual maps.
- Regroup and discuss similarities and differences found in maps, including the following:

  – Who was nearest the center of your map, in the inner circle? Why was that person or persons there?

– Who was in the middle circle? Why?

– Who did you put in the outer circle? Why?

– In which circle did you have the largest number of people?

– In which circle did you have more family members than friends? In which did you have more friends than family?

- Make sure to point out to students that neither the size nor the composition of one's social network makes it better or worse than someone else's. What's important is how well that network works for each individual and in what ways they might want to change it
- Ask students to get back together with their partners, and take about 10 -15 minutes to look at their maps and identify circles in which they'd like to have more names or different names.

  – Suggest that they may want to look back at their answers to *My Best Friend Is/Would Be...* (Handout) and then look at how many of these characteristics are found in the people within their inner and middle circles.

  –If students identify circles in which they'd like to make changes, ask them to brainstorm with their partners about one way that they could try to use weekly partner outings to bring about those changes (whether the changes are meeting new people or deepening relationships with familiar people).

7. Show *With A Little Help From My Friends* (Videotape).

- Discuss what students learned from the video about inclusion, covering the following:

  – What are some fears discussed in the video regarding integration, including teaching children in regular classrooms?

  - What *really* happens when fears are dismissed or set aside?

  – How do persons with disabilities sometimes feel when they are permitted only to associate with other kids who have their disability?
- What does Marsha say is the crux of segregation?

8. **Conclude the class by letting students know the topics and/ or activities that will be part of the next class.**

- Lesson 8 is a suggested point for collecting the journals students have been keeping. It is recommended that the journals be reviewed by the instructor to identify any topics, concerns, or problems that should be addressed in future classes. If journals are to be collected in the next class, inform students of it at this time.
- Remind students to get together outside class to complete their activity planning sheet.
- Remind students to complete their *Partner Activity Logs* (Handout) after their next outing and bring them to class.

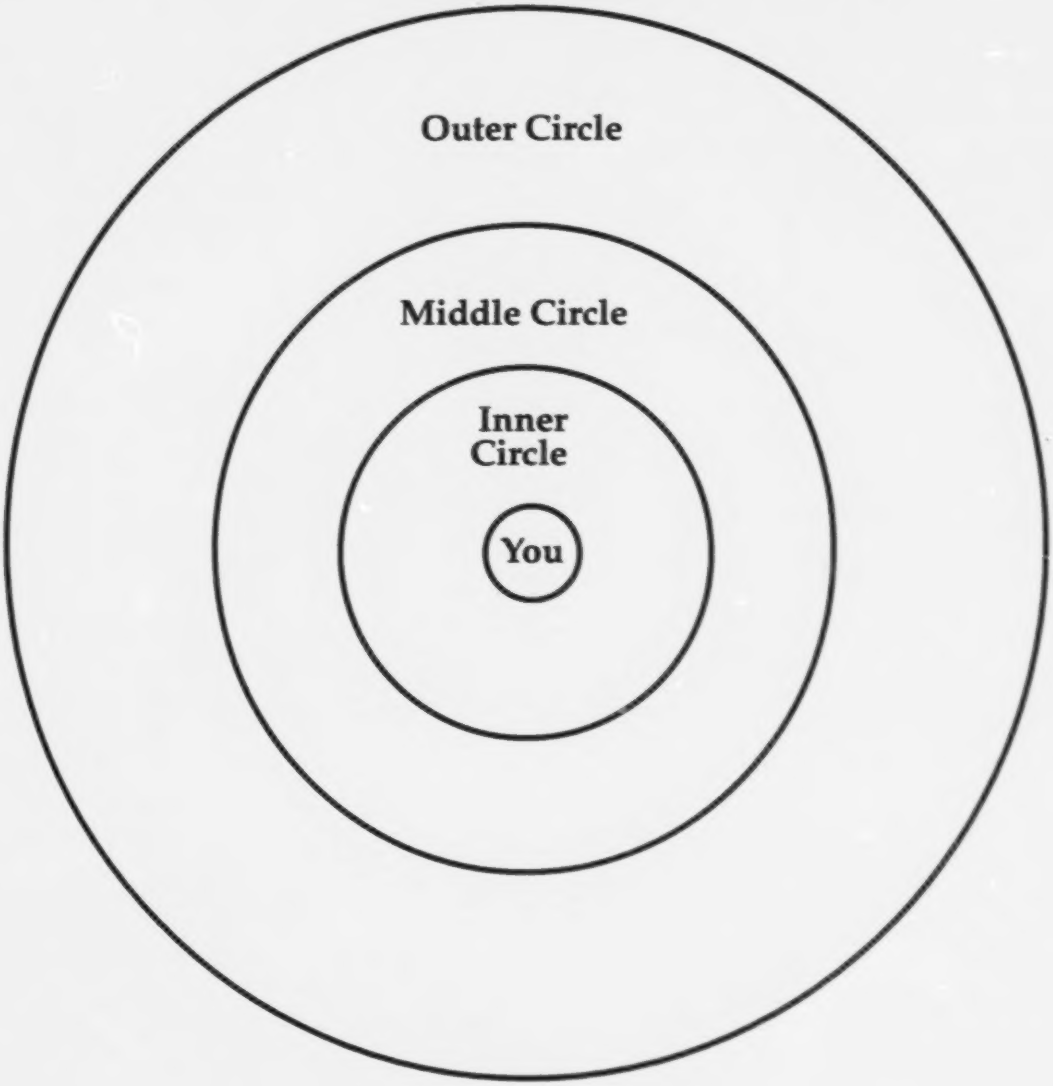
Yes I Can Program
Instructor's Guide

My Best Friend Is/Would Be...

My best friend is/would be...	Am I Like This? (Yes/No)	Would I like to have this characteristic? (Yes/No)
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		

Lesson 7: Understanding Friendships
Overhead 1

Social Inclusion Map



Instructions:
Imagine the circle in the center is you. In the **Inner Circle** put the names of those people to whom you are the closest. They are people you feel so close to that it would be hard for you to imagine life without them. In the **Middle Circle** place the names of people to whom you don't feel quite that close, but are still very important. In the **Outer Circle** put the names of people to whom you feel less close, but still are important.

Yes I Can Program
Instructor's Guide

My Best Friend Is/Would Be...

My best friend is/would be...	Am I Like This? (Yes/No)	Would I like to have this characteristic? (Yes/No)
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
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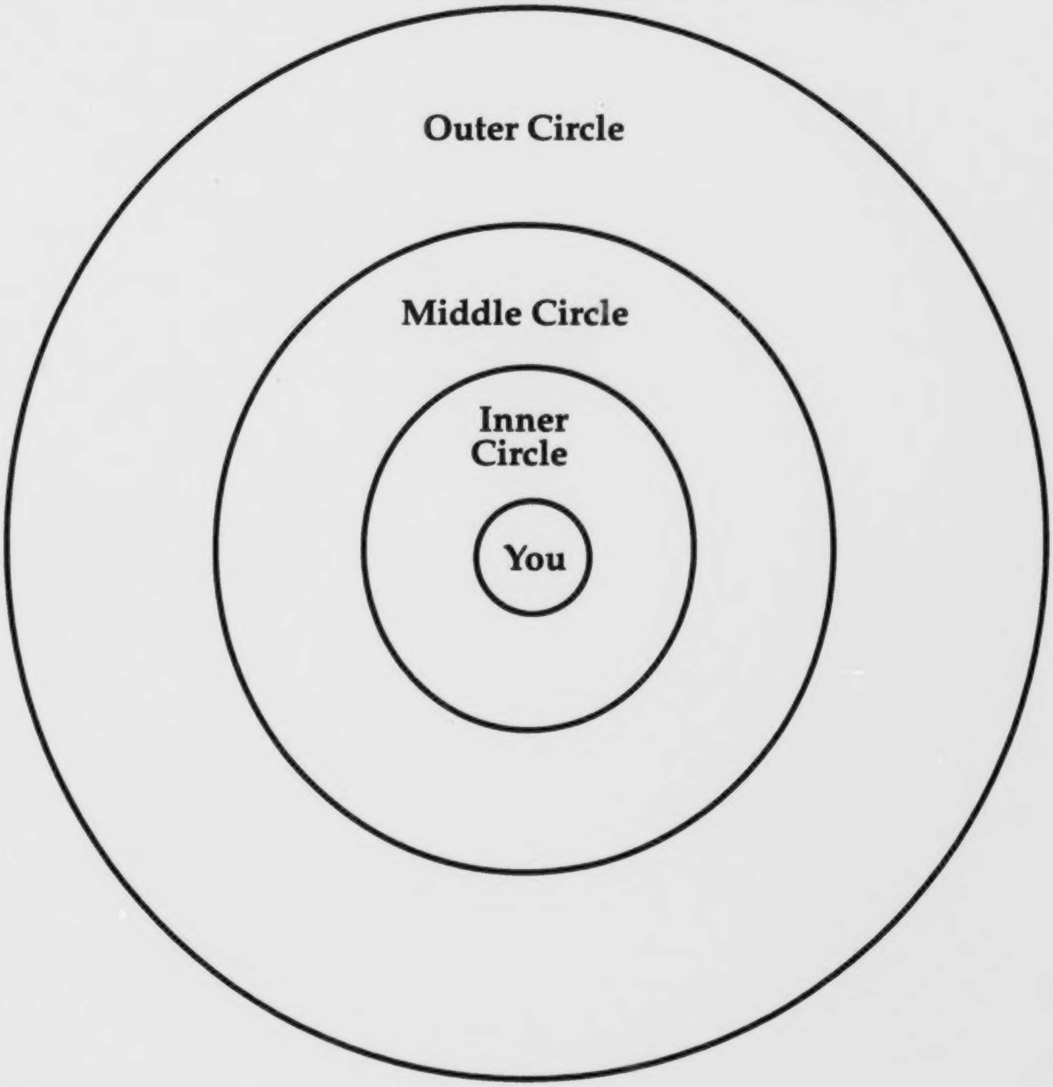
15.		

Lesson 7: Understanding Friendships
Handout 1

Social Inclusion Map



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Lesson 8
Communicating with Others

Objective

The purpose of this lesson is to increase understanding of the importance of communication in developing friendships, and to improve communication skills (specifically, listening, responding, assertiveness, and awareness of communication strategies) to meet the needs of persons with disabilities.

Key Learning

At the end of this lesson, students should be able to:

- Explain the importance of communication in developing relationships.
- Demonstrate improved listening, responding, and assertive communication skills.

Materials

- ***Handouts***
  Handout 1: *Blocks to Communication and Trust-Building*
  Handout 2: *Listening Exercise #1: Role Play Descriptions*
  Handout 3: *How to Be a Good Listener*
  Handout 4: *Expressions of Emotion Exercise*
  Handout 5: *Practice in Non-verbal Communication*
  Handout 6: *How to Develop "I" Messages*
  Handout 7: *"You" and "I" Messages*
  Handout 8: *Passive, Assertive, and Aggressive Scenarios*

Instructor Preparation

1. Duplicate handouts and cut apart Handouts 2 and 8.

Lesson Plan

1. **Collect student journals if this lesson has been targeted as a check point.**

- Lesson 8 is a suggested point for collecting the journals students have been keeping. It is recommended that the journals be reviewed by the instructor to identify any topics, concerns, or problems that should be addressed in future classes.

2. **Review and discuss the partner activities for the past week.**

- Gather students into a circle, and ask partners to share some of the experiences they had in their weekly community activities. Encourage them to use their *Partner Activity Logs* to refresh their memories. Possible discussion questions are:

  – What activity did you engage in?

  – How did you like it?

  – Did you discover/learn anything new that the rest of the class might like to know about?

  – What worked well and what would you do differently next time?

- Make sure that each pair of students is given the opportunity to share. Provide reinforcement for their initial efforts at carrying out a partner activity regardless of their success.

- After you have completed the discussion, collect the student logs and review them prior to the next session. In reviewing, note any common concerns or problems encountered, and discuss them with the entire class next time.

3. **Begin preparation for the next partner activities using new copies of *Planning a Community Activity* (Handout) and *Partner Activity Log* (Handout) duplicated from Lesson 5.**

- Distribute new copies of the planning form and activity log to each student.

- Have students get together with their partners and begin planning their next activities. Allow about 15 minutes.

  – As they plan, move among them and make sure their plans are appropriate, provide opportunities for interaction with people in addition to their partners, and are complete.

  – After about 15 minutes, inform them that they will now have to arrange a time to meet with their partner outside of class to finish the plan prior to their activities. Allow a couple of minutes for that to take place.

3. Introduce today's lesson by defining and discussing effective communication.

- Describe effective communication as *one person clearly conveying an intended message to another person.*

  – Ask students what they think this means, and how they know if they have been effective in communicating a message to another person.

  – As students answer, list their responses for all to see.

- Explain that there are two parts to communication: *expressing and receiving.*

  – *Expressing* involves sending a message to another. Some of the ways it's done are through talking, signing, writing, and using a communication device (communication board, speech synthesizer). The goal is for another person to receive and understand the message.

  – *Receiving* involves getting and understanding the message another person is sending. Some of the ways this is accomplished are by listening to spoken words, reading written communication, reading sign language, and reading the message displayed on a communication device such as a Touch Talker. The goal is to receive and understand the message sent by another person.

- Explain that there are verbal and non-verbal aspects of both expressive and receptive communication.

  – For example, most people use hand gestures and facial expressions as they speak. These provide additional information that helps listeners understand and interpret messages.

- Much of the time we do not effectively communicate with each other. This happens because the speaker is not sending a clear message, or the listener is not really listening, or both.

  – This is one of the major reasons people get into conflicts and have a hard time cooperating on activities.

- To effectively communicate requires learning and using listening skills, non-verbal communication skills, and verbal communication skills.

4. **Discuss the fact that one of the most important aspects of effective communication is listening.**

- Have students fill out *Blocks to Communication and Trust-Building* (Handout).

- Discuss their responses. Possible discussion questions are:

  – What are the three most-often chosen blocks?

  – Why do you feel they are the most important?

  – How might you improve in those three areas?

5. **To illustrate what happens when someone is not listening, complete *Listening Exercise #1*, role-played in pairs:**

- Explain that the purpose of this exercise is to *not* listen to the other person, and to concentrate on getting your point of view across as quickly as possible.

- Break the group into pairs. From *Listening Exercise #1 Role Play Descriptions* (Handout) give one student in each pair a slip of paper describing the situation for the person who needs an air conditioner repaired; give the other student a slip of paper describing the situation for the plumbing and heating employee.

- Give the pairs about two minutes to study their roles and to decide what they are going to say.

- Have all students begin at the same time, and allow them to interact for about four minutes before you stop them. Be sure that students in each pair are *not* listening to one another.
- Following the role play, bring the class back together as a large group to identify some of the characteristics of *not* listening (loud voices, no eye contact), and how the pairs felt when they were not listened to (angry, frustrated, helpless, desperate).
- Discuss the importance of listening and how we tend to lose that skill as we get older; we tend to think of what we want to say next and how we are feeling rather than listening.

6. Using *How to Be a Good Listener* (Handout,) describe the following strategies to be a better listener:

- *Block out distractions.* Concentrate on what the other person is saying in spite of background noise, uncomfortable seats, or preoccupation with your own thoughts.
- *Think while you listen.* Good listening requires much more than passively letting sound waves enter your ears. It requires active involvement, such as identifying the speaker's most important points and relating them to your own ideas and experiences.
- *Avoid responding in a manner that closes communication.* Examples of such responses are the following:

  – Evaluation: "You're wrong."

  – Advice: "Why don't you..."

  – Direction: "You have to..."

  – Moralizing: "You should..."

  – Discounting: "You think your problem is bad, you should hear about mine."

  – These responses make people feel defensive and put down.
- *Let the speaker know you are still "with" him/her.* You can do this by nodding, maintaining eye contact, not interrupting, and making sounds such as "Uh huh."

- *Ask questions that invite the speaker to say more.* An example is, "What did it feel like for you to walk into that room full of strangers?" or "How did you get interested in that subject?"

- *Restate the speaker's words and feelings in your own words.* An example is, "It sounds like you feel angry about missing the game," or "If I heard you right, you said that you would rather not go to 'R' rated movies. Is that what you meant?"

- *Respect the speaker's right to feel the way they feel and to think the way they think.* This does not mean that you can't disagree. But it does mean that you should not put down, ridicule, berate, or belittle a person for thinking or feeling a certain way. Examples of disrespectful responses are, "That's so stupid! How could you think that?", "You shouldn't feel that way," and "Well, nobody else sees it that way so you must be wrong."

7. **Have students practice listening.**

- Pair students and ask each member of the pair to take a turn being a listener and a speaker in the following scenarios.

  – *Scenario 1:* The speaker describes something that he/she likes to do during free time at home. The listener will only use "passive" listening. This means the listener cannot ask questions, talk in any way, or encourage the speaker nonverbally (e.g., head nods) or verbally (e.g., "Hmmm...").

  – *Scenario 2*: The speaker will describe one of the most exciting things he/she has ever done. This listener will give verbal and nonverbal signs that he/she is listening (nodding, eye contact, not interrupting, encouraging utterances).

  – *Scenario 3*: The speaker will make and finish the statement, "My least favorite subject in school is ________." The listener will ask questions that expand the conversation by inviting the speaker to say more.

  – *Scenario 4*: The speaker will describe a situation about which he/she felt angry. The listener will mirror or restate the feelings and facts in what is being said ("It sounds like you felt..." and "If I heard you right, you said that...").

- After allowing about four minutes for each scenario, with each person taking the listener and speaker roles for each scenario, ask students to pause and share with their partners their answers to the following questions:

  – When listening, what did it feel like to listen in the different ways you were instructed?

  – When speaking, what did it feel like to be listened to in the different ways? When did you most feel that you had the listener's attention and were understood? Why?

- After completion of the last of the scenarios, bring the class back together as a large group and use the following questions to initiate a discussion of the impact on both the listener and speaker of the different strategies for active listening that they practice:

  – Did you notice any difference in how you felt about your interaction with your partner when active listening skills were being used? For example, was the conversation longer, more pleasant, more in depth?

  – What types of active listening strategies made speakers feel most understood and listened to when they were talking?

  – In what ways did listeners encourage speakers to keep talking?

  – How often are active listening skills used by your friends, family members, and teachers?

  – Are there differences in how people from different cultural groups engage in active listening?

  – Are there differences in how females and males engage in active listening?

- Point out to students that the manner in which one listens is a learned skill and so is influenced by social environment.

  – This means that persons from different cultures may engage in active listening (e.g., labeling feelings, paraphrasing, using body language etc.) in a somewhat different manner than individuals from other cultures.

- It also means that because girls and boys are taught to behave differently in many ways, it is also possible that persons of one gender may listen differently than persons of another gender.

- Persons with disabilities may demonstrate active listening in a somewhat different manner than persons without disabilities or persons with different disabilities.

  - An individual with cerebral palsy who is physically unable to maintain eye contact may signal a speaker that he/she is attending to them by slumping in the chair or tilting his/her head in a certain direction.

  - A person who uses a communication board may encourage a speaker to continue talking by pointing at a specific symbol on the board rather than using the traditional "uh-huh."

  - An individual with autism who is uncomfortable with sustained eye contact may indicate interest in an interaction through focusing his/her gaze on another part of the face.

- Ask students to identify other ways that persons who might not be able to use more traditional active listening behaviors could demonstrate their interest and attention in a conversation.

- As students respond, list their responses for all to see and use these as a basis for a discussion of the need for all individuals to appreciate the subtle differences in listening styles used by different persons. Make sure the following points are covered in your discussion:

  - The manner in which different persons with and without disabilities communicate that they are paying attention to a speaker is quite individual and based not just on the nature and severity of their disability, but also upon their personality, cultural background, and personal preferences.

  - It is important for speakers to not make assumptions about the extent to which a person is engaged in active listening if they do not know that individual or the behaviors they engage in when actively listening.

  - In some situations, communication can be greatly improved by educating other persons (e.g., a teacher, fellow student) about how an individual with a disability demonstrates interest and attention during a conversation, or encouraging the person with a disability to do this themselves.

8. **Introduce students to the concept of non-verbal communication through playing a game of charades.**

- Pair students together with their partners and inform the class that they are going to play a game of charades.
- Inquire as to whether students have ever played the game and, if the majority have not, provide them with an overview of the game.

  – The categories to be used are *name of a TV show, name of a movie, name of a musical group,* and *name of a song.*

  – It may be beneficial to demonstrate how one might play the game. Demonstrate for a sufficient length of time so that all class members who will be playing the game understand the basic concept.
- Explain to the class that in playing this game of charades, partners will go through the following steps:

  – Spend a short period of time selecting which category – TV show, movie, musical group, or song – they want to use.

  – Choose a title or name from within that category (e.g., the title of a specific movie, television show, etc.) to non-verbally present to the rest of the class.

  – Decide how, as a team, the two of them will non-verbally act out the title for the class. They will have three minutes to act out their title.
- Provide partners with approximately 5-10 minutes to make their decision and decide upon a strategy. Move around the class as necessary and provide support to students who are having a difficult time developing plans that will involve both students in the pair.
- Bring the class back together as a large group. Remind them that each set of partners will have three minutes to present their non-verbal communication to the class, and that the

class will "read" the non-verbal communication of the presenting partners and guess what it is that they are trying to communicate to them.

- After the last pair of partners has finished, have the students discuss their experiences from the perspectives of both "speakers" and "listeners." Suggested questions to use in facilitating the discussion include:

  – How easy or difficult did you find it to communicate non-verbally with others?

  – What did you learn about your ability to use non-verbal communication skills through playing charades?

  – How easy or difficult did listeners find it to accurately read the non-verbal communication of others?

9. Discuss the importance of non-verbal communication.

- Point out to students that when we are trying to convey a message to another person and when we are listening to a message someone else is trying to send to us, non-verbal communication – or the messages that we convey to others without using words – is often as important as the content of what is said.

- Define *non-verbal communication* as the messages we send to others that do not involve words. Often these messages communicate something about the feelings of the person.

  – Note that while there are formal systems of non-verbal communication, such as American Sign Language, here we are talking only about the informal systems – such as gestures and facial expressions – that express feelings and attitudes, and that expand upon a verbal message.

- Ask students to develop a list of ways that people send messages with their bodies without using words. As the class responds, write their answers for all to see. Make sure that, at a minimum, the following types of non-verbal communication are included on the list:

- eye contact (or a lack thereof)
- facial expressions
- gestures
- touch
- physical closeness
- tone of voice
- loudness of voice

- As each form of non-verbal communication is discussed, ask students to identify what type of information is typically conveyed by that form (e.g., facial expressions are typically used to convey feelings, hand gestures are used to reinforce a point the speaker is trying to make, etc.).

- Reinforce the idea that non-verbal communication is an important aspect of communication that must be paid attention to not only by the listener but by the speaker as well.

  – Speakers must attend to what they are communicating non-verbally as well as with words. In addition, monitoring the non-verbal behavior of listeners provides speakers with information as to whether they are being adequately understood and how people are reacting to what they are saying.

  – Through paying attention to the non-verbal behavior of speakers, listeners can gain information about the speaker's emotions, attitudes, and intentions.

10. Explore the connection between non-verbal behavior and feelings/emotions.

- Inform students that non-verbal communication is one of the primary ways that people convey the feeling or emotion behind a message. Provide the following examples that students might experience in their personal lives:

  – A mother increasing the volume of her voice when her child talks back to her.

  – A teacher raising the tone of his voice the fourth time he has to ask a student to stop engaging in a disruptive behavior.

  – A friend displaying a slight frown while at the same time telling you that he/she would be thrilled to go with you to see the movie you just suggested.

- Point out to students that the easiest way to enhance their ability to accurately read the non-verbal communication of others is to practice.
- Have students divide into pairs or groups of three. Distribute *Expressions of Emotion* (Handout).

  – Ask each small group to identify five or six feelings/ emotions. Then ask them to select three of those feelings to use in completing *Expressions of Emotions* (Handout).

  – Using those three feelings, they are to brainstorm to come up with as many cues as possible that would indicate a person is experiencing each of those emotions. The cues should include verbal (words, tone of voice, volume of voice) and nonverbal (facial expression and posture).
- After they have completed the worksheet, ask the small groups to discuss the following:

  – Which feelings or emotions do you think are easiest to recognize in others? Which are most difficult?

11. Have students practice identifying feelings through observing non-verbal behavior.

- Have students remain in small groups. Distribute *Practice in Non-verbal Communication* (Handout).
- Direct students to take turns selecting a feeling/emotion listed on the handout and then non-verbally communicating it to others in the group. Have those students who are not communicating the emotion "read" the non-verbal cues presented to them and identify the feeling.
- Allow approximately one minute for each student to communicate a feeling non-verbally. If group members have not been able to guess the feeling within this period of time, have them verbally communicate the feeling they are attempting to express and move on to the next student. Provide sufficient time so that each student is given the opportunity to communicate a minimum of two different types of feelings.
- Bring the class back together as a large group and discuss the exercise. Possible discussion questions include:

– How accurately and completely were people able to communicate their feelings/emotions?

– Which feelings were easiest to communicate? Why?

– Which feelings were most difficult to communicate? Why?

– Which forms of non-verbal behavior (e.g., facial expressions, gestures, tone of voice, etc.) appear to be the most accurate communicators of feelings/emotions?

- Point out to students that just as persons without disabilities use non-verbal communication, so do individuals with disabilities. In fact, for some persons with disabilities, this may be the primary way in which they communicate.
- Discuss with students the challenges that persons with disabilities who communicate solely in a non-verbal manner are likely to face. Make sure to include the following points in your discussion:

– Many individuals do not even pay attention to or notice the attempts of others to communicate non-verbally. It is much easier to get someone's attention verbally.

– Many persons are not able to accurately read non-verbal communication even when they are aware that it's being used to convey a message. Others may misinterpret the message one is attempting to send.

– Non-verbal communication may convey some parts of a message (e.g., feelings) well, but is much more difficult to use to convey the content of a message unless it is part of a formal system of communication (e.g., American Sign Language).

- Point out that because of all of the reasons discussed, it is extremely important to double-check with the speaker as to the intent of his/her non-verbal as well as verbal messages.

12. Introduce the topic of verbal communication by reminding students that effective communication consists of three components: listening, non-verbal communication, and verbal communication.

- Point out that students can improve their ability to verbally communicate with others through the use of "I" statements.

  – Four examples of "I" statements are "I want to go home now," "I feel hungry," "I think that was a stupid movie," and "I need to go more slowly."

- Define the concept of "I" statements for students focusing on the following points:

  – "I" statements are honest descriptions of what one wants, feels, thinks, or needs.

  – The use of "I" statements ensures that individuals take personal responsibility for their own feelings, thoughts, actions, and reactions to what others have said or done.

  – "I" messages (e.g., "I feel hurt because...") as opposed to "you" messages (e.g., "You made me feel hurt...") help avoid conflict because they are non-blaming.

  – The use of "I" messages helps increase the understanding and trust that can develop through communication between individuals.

- Inform students that "I" messages come in many forms. What all "I" statements have in common is that they:

  – Start with the word "I" or the individual in some other way taking ownership of what is going to follow.

  – Clearly describe what the speaker is thinking, feeling, needing, or wanting.

  – Provide the listener with information as to "why" the speaker is reacting in the manner they are.

- Distribute *How to Develop "I" Messages* (Handout) and discuss how students can use the phrases provided to construct "I" statements of their own. Provide the following examples of each type of "I" message to insure student understanding:

  – **I feel** hurt **when you** don't return my telephone calls because I really value you as a friend.

  – **I feel** fortunate to have you as a friend **when you** listen to how I feel **because** you really seem to understand me.

- **I think** something horrible might have happened to you **when you** don't come home on time **because** you know that 12:00 am is a curfew everyone in our family agreed to honor.

- **I think** it's terrible **when you** make fun of others **because** they are different than you.

- **I want** you to take out the garbage **because** you agreed to take care of that chore.

- **I want** you to consider changing what you're planning to serve for lunch **because** I am a vegetarian.

- **I need** you to explain that to me again **because** the first time you explained it you did it in a way that I did not understand.

- **I need** to know whether or not you're going to come with me to the movies **because** if you are not, I'll call someone else.

- Ask students to work in pairs, with each student completing the "I" statements on *How to Develop "I" Messages* (Handout).

  - Suggest that in completing the statements, they think about real life situations they will be in this week and the "I" statements they would like to make in those situations.

  - Ask students to share their statements within their pairs, and if necessary assist each other in formulating "I" statements that follow the model given (e.g., stating one's own wants, feelings, thoughts, and needs).

- When all have had a chance to complete their statements, invite students to share some of their statements with the class. Discuss how to reword any statements that are not true "I" statements.

13. Have students practice changing "you" messages into "I" messages.

- Explain to students that in many situations in which a conflict occurs, people tend to use "you" messages rather than "I" messages in describing the conflict.

  - The use of "you" messages makes most listeners feel blamed. This often results in the listener feeling defensive, angry, ashamed, or hurt. These feelings can interfere with resolving the conflict.

– Being able to develop "I" messages is, therefore, an extremely important communication skill for respectful, open communication and for dealing with conflicts.

- Form small groups of three or four students and distribute *"You" and "I" Messages* (Handout) to each student. Ask one student in each group to serve as the group's recorder.
- Explain to students that their task is to read each of the situations on the worksheet and brainstorm to develop "I" messages that would be appropriate to the situation.

– Demonstrate by using the example provided on the worksheet, turning it into an "I" message.

– Allow groups 10-15 minutes to complete the assigned task.

- Bring the class back together as a large group. Use the following questions to initiate a discussion about the everyday use of these types of messages:

– How hard or easy was it to change "you" messages into "I" messages?

– What type of messages are likely to result in a conversation being cut short because one person gets angry or upset?

– Why do you think it's important to include information about one's feelings in "I" messages and how might this help people to resolve an issue?

– Why might the use of "I" messages help people to resolve conflicts?

– Who do you know personally who is good at using "I" statements? What types of feelings do you experience after interacting with this person as opposed to individuals who do not use these types of statements?

14. Define and discuss three styles of communication: *passive, assertive,* and *aggressive*.

- Write definitions of the terms *passive, assertive,* and *aggressive* communication for all to see. Base your definitions on the following:

  – *Passive communication* occurs when a person does not indicate his or her needs, interests, feelings or opinions, and allows others to make decisions for him or her.

  – *Assertive communication* occurs when a person expresses his or her thoughts in a direct and honest manner. Assertive individuals stand up for their rights and beliefs while being respectful of the rights and beliefs of others.

  – *Aggressive communication* occurs when a person is not respectful of others' feelings and opinions. Aggressive individuals stand up for what they want in a pushy or angry way.

- Have students practice identifying the differences between the three types of communication.

- Distribute to each student a slip of paper from *Passive, Assertive, and Aggressive Scenario Descriptions* (Handout) containing a short phrase representing one of the three types of communication. Ask students to write their names on their paper.

- Write the headings *Passive, Assertive,* and *Aggressive* for all to see.

- Have each student determine whether their phrase represents a passive, assertive, or aggressive communication style, and tape their phrase under the appropriate heading.

- Review the headings under which students have placed their phrases.

  – As each statement is discussed, ask that the student who placed it there explain why that heading was selected.

  – Ask other members of the class if they agree or disagree with the placement and, when appropriate, inquire as to alternative headings under which the phrase could be placed.

  – If necessary, clarify the style of communication illustrated by each phrase.

15. Role-play situations demonstrating passive, assertive, and aggressive communication.

- Ask two students to volunteer to role play a passive communication scenario between a teacher and student.
- Assign one student the role of "student" and the other the role of "teacher."
- Explain the scenario: The teacher gives the student an "F" on an assignment because, according to the teacher, the student never turned it in. The student did complete the assignment and turned it in on time. The student has scheduled a meeting with the teacher to talk about the situation.
- Request that the individual playing the role of "student" assume a passive communication style during the meeting. Request that the person playing the teacher behave in a manner typical of most teachers.
- Allow the students a minute to think through their roles, and then ask them to start the role play with the "student" entering the "teacher's" office.
- Allow the scenario to continue for several minutes, and when they have finished ask the class to describe the characteristics of passive communication they observed.
- Role play the same scenario two more times, once with an assertive student role and once with an aggressive student role, using new volunteers each time.
- Discuss the behaviors that were assertive and those that were aggressive.

16. Conclude the class by letting students know the topics and/or activities that will be part of the next class.

- Remind students to get together outside class to complete their activity planning sheet.
- Remind students to complete their *Partner Activity Logs* (Handout) after their next outing and bring them to class.

Blocks to Communication and Trust-Building

Poor communication and a lack of trust are often the result of a combination of factors. The following lists some of those factors.

Please check the five (5) factors in the list below that you believe are the most serious blocks to communication and trust-building. If you think of something important that is not on the list, please add it.

_____ 1. Cultural differences between the speaker and listener.

_____ 2. The speaker and listener have different beliefs.

_____ 3. The listener does not agree with what is being said.

_____ 4. The speaker or listener is preoccupied.

_____ 5. The speaker or listener have very different vocabularies and jargon.

_____ 6. The speaker is *unintentionally* unable to say what he/she means.

_____ 7. The speaker has little knowledge of the subject.

_____ 8. There are economic and/or class differences between the speaker and listener.

_____ 9. The listener is not interested in what the speaker is saying.

_____ 10. There are status differences (teacher/student, leader/member) between the speaker and listener.

_____ 11. There are negative feelings between the speaker and listener.

_____ 12. Either the speaker or listener tends to always agree with everyone.

_____ 13. The speaker is *unintentionally* miscommunicating.

_____ 14. Some sort of interference or distraction exists.

_____ 15. Time pressures exist.

_____ 16. The message being communicated is complex.

_____ 17. The same words have different meanings to the speaker and listener.

_____ 18. The speaker and listener belong to different ethnic groups.

_____ 19. The speaker and listener are different ages.

_____ 20. The speaker and listener have great differences in life experiences and educational backgrounds.

_____ 21. The speaker and listener have different goals, objectives, and agendas.

_____ 22. ________________________________ (Any others?)

_____ 23. ________________________________ (Any others?)

_____ 24. ________________________________ (Any others?)

Listening Exercise #1:
Role Play Descriptions

Person #1: HOT AIR – The Person Who Needs the Air Conditioner Repaired

You have just moved into your new home and you are trying to unpack your household goods when you discover that your air conditioner does not work.

You have driven your car to the A-1 Plumbing & Heating Company to get some help. You do not know anyone else in town and you must have someone come and fix the air conditioner as the weather report states that it will be 104 degrees this afternoon.

You do not know anything about air conditioners, but you are sure this is a simple problem that any repair shop should be able to fix.

Remember that the object of this exercise is TO NOT LISTEN to the other person.

Person #2: BLOWING STEAM – The Plumbing & Heating Employee

You work for the A-1 Plumbing & Heating Company. Your job is very specialized; in fact you only know about fixing water heaters. You have been left in charge of the store for the day. You already have had two calls from people who have problems with their air conditioners.

You have decided that the next person who comes in with an air conditioning problem must be made to understand that you know nothing about air conditioners and you will absolutely refuse to give them any advice about their problem. They must understand that you cannot help them in any way.

Remember the object of this exercise in TO NOT LISTEN to the other person.

How to Be a Good Listener

- **Block out distractions.** Concentrate on what the other person is saying in spite of background noise, uncomfortable seats, or preoccupation with your own thoughts.
- **Think while you listen.** Good listening requires much more than passively letting sound waves enter your ears. It requires active involvement, such as identifying the speaker's most important points and relating them to your own ideas and experiences.
- **Avoid responding in a manner that closes communication.** Examples of such responses are: evaluation ("you're wrong"); advice ("why don't you"); direction ("you have to"); moralizing ("you should"), and discounting ("you think your problem is bad, you should hear about mine"). These responses make people feel defensive and put down.
- **Let the speaker know you are still "with" him/her.** You can do this by nodding, maintaining eye contact, not interrupting, and making sounds such as "Uh huh."
- **Ask questions that invite the speaker to say more.** An example is, "What did it feel like for you to walk into that room full of strangers?" or "How did you get interested in that subject?"
- **Restate the speaker's words and feelings in your own words.** An example is, "It sounds like you feel angry about missing the game", or "If I heard you right, you said that you would rather not go to "R" rated movies. Is that what you meant?"
- **Respect the speaker's right to feel the way they feel and to think the way they think.** This does not mean that you can't disagree. But, it does mean that you should not put down, ridicule, berate, or belittle a person for thinking or feeling a certain way. Examples of disrespectful responses are, "That's so stupid! How could you think that?," "You shouldn't feel that way,"and "Well, nobody else sees it that way so you must be wrong."

Expressions of Emotions Exercise

1. **Identify five emotions and list them below:**

#1 ______________ **#3** ______________ **#5** ______________

#2 ______________ **#4** ______________

2. **Pick three of the five emotions you listed and for each describe what a person would say and do that would let you know they are experiencing the feeling.**

	#1: ______________	**#2:** ______________	**#3:** ______________
Describe the facial expression that may express this emotion (for example, squinty eyes, puckered lips, raised eyebrows):			
Describe noises other than words that may express this emotion (for example, yawn, heavy sigh, giggle):			
Describe the body posture and gestures that may express this emotion (for example, standing with feet wide apart and both hands raised overhead, or slouched at desk with head in hand):			
Describe the words and tone of voice that may express this emotion (for example, "That's dumb!" said with loud, sharp words, or "That's dumb" said with soft giggle):			

Practice in Non-verbal Communication

Take turns communicating each of the feelings/emotions listed below to other members of your group without using words. You can use gestures, facial expressions, eye contact, and body position.

1. Frustration
2. Boredom
3. Happiness
4. Anger
5. Surprise
6. Fear
7. Stress
8. Disgust
9. Shame
10. Sadness/Sorrow
11. Guilt
12. Amusement
13. Confusion/Bewilderment
14. Joy
15. Horror

How to Develop "I" Messages

Think about situations you will be in during the next week, and ways that you could use "I" statements in those situations. Finish each of the statements below using "I" messages you may want to actually use this week.

1. I feel ____________________ when you ______________________________
because ____.

2. I feel ____________________ when you ______________________________
because ____.

3. I think ____ when you
____ because
____.

4. I think ____ when you
____ because
____.

5. I want ____ because
____.

6. I want ____ because
____.

7. I need ____ because
____.

8. I need ____ because
____.

"You" and "I" Messages

Develop one or more "I" statements that are appropriate for each of the situations described below.

1. Your best friend makes fun of some clothes you have just purchased and really like.
2. You lend your Diskman (personal CD player) to a friend and later find that she has given it to someone else to use.
3. Your parents tell you that you cannot hang out with one of your friends from school because, "He'll only get you into trouble."
4. You go to your closet to get the tennis racket you just bought with your own money before you are to meet your friend for a game and find that your mother has allowed your sister to use it for the day.
5. Your best friend just drove 15 miles to pick you up and help you after your parents' car broke down.
6. You are at a party and several people keep trying to get you to drink even though you do not want to.
7. You are sitting on the bus and the person seated next to you makes an inappropriate comment about a person of color who has just gotten on board.
8. You meet your best friend after school and he/she looks extremely depressed.
9. You are meeting with your parents to discuss why you need to ask them to loan you $300 to repair your car.
10. You just heard that some of your classmates are telling your friends that the "real" reason you can't see them over the weekend is that you don't like them anymore.

Passive, Assertive, and Aggressive Scenarios

You shout and curse at someone who accidently bumps you in the lunch line, causing you to drop your cup of soda.

You forgot to meet a friend at a movie last week, and now you're avoiding that person because you know he/she is angry.

A teacher gives you an "F" on an assignment because, according to the teacher, you never turned it in. You did turn it in, and on time. You feel embarrassed when you complain about anything to anyone, so you just accept the "F" without talking to the teacher.

You made the mistake of telling someone a secret that a friend told you. You go to your friend, tell him/her what you did, and apologize.

A group of kids whom you recognize drives by as you walk home, and they shout insulting things at you. This has happened several times with the same kids. You're afraid and angry and hurt, but you tell no one about the incidents.

A group of kids whom you recognize drives by as you walk home, and they shout insulting things at you. Later, you see one of them alone in a parking lot with no one else around. You beat up the kid and tell him/her to stop calling you names.

When friends ask you what you'd like to do during your time together, you always say, "I don't know. What do you want to do?" and then go along with whatever they suggest.

The clerk in a fast food restaurant hands you a bag with the wrong food. You discover it as you're about to leave, and you return to the counter with the food and say, "Excuse me. This isn't what I ordered."

You're biking and you ride by a girl who is fixing a flat tire on her bike. You stop and ask if she needs help. She says, "No, thanks. I can handle it." You hang around and keep insisting that she let you help her.

You walk out of a building behind a person in a wheelchair. You notice that the person is working very hard to maneuver the chair across a gravel parking lot. You walk up to the person, say "Here, let me help you" and start pushing the chair.

You're sitting with a group of students who are making jokes that you find offensive. You tell them that you think those jokes are insulting, and then you shift the conversation to the upcoming football game.

Lesson 9

Characteristics and Needs of Persons with Autism and Mental Retardation

Objective

The purpose of this lesson is to: (1) increase knowledge about two types of developmental disabilities – mental retardation and autism – and their causes; (2) enhance student awareness of ways to support and facilitate the community inclusion of persons with disabilities; (3) create the understanding that persons with mental retardation and autism are *individuals,* whose characteristics vary as much as the general population; and (4) provide strategies that will enhance students' abilities to effectively communicate with persons who have autism or mental retardation.

Key Learning

At the end of this lesson, students should be able to:

- Explain the terms *developmental disability, autism,* and *mental retardation.*
- Be aware of the variation that exists in the characteristics of persons with autism or mental retardation.
- List some of the causes of autism and mental retardation and the characteristics associated with those disabilities.
- Identify strategies that can be used to effectively communicate with persons who have autism or mental retardation.

Materials

- ***Instructor Readings***
  Reading 1: *What is a Developmental Disability?*
  Reading 2: *Fact Sheet: Types of Developmental Disabilities*
  Reading 3: *Fact Sheet: Autism*
  Reading 4: *Fact Sheet: Mental Retardation*
- ***Overheads***
  Overhead 1: *What is a Developmental Disability?*
  Overhead 2: *Types of Developmental Disabilities*
  Overhead 3: *What is Autism?*
  Overhead 4: *People with Mental Retardation*
  Overhead 5: *Tip Sheet: Communicating with Persons Who Have Autism or Mental Retardation*
- ***Handout***
  Handout 1: *Tip Sheet: Communicating with Persons Who Have Autism or Mental Retardation*

Instructor Preparation

1. Read *Instructor Readings* as background information.
2. Duplicate handout and prepare overhead transparencies.

Lesson Plan

1. Review and discuss the partner activities for the past week.

- Gather students into a circle and ask partners to share some of the experiences they had in their weekly community activities. Encourage them to use their *Partner Activity Logs* to refresh their memories. Possible discussion questions are:

  – What activity did you engage in?

  – How did you like it?

  – Did you discover or learn anything new that the rest of the class might like to know about?

  – What worked well and what would you do differently?

- Make sure that each pair of students is given the opportunity to share. Provide reinforcement for their efforts at carrying out a partner activity regardless of their success.
- After you have completed the discussion, collect the student logs and review them prior to the next session. In reviewing, note any common concerns or problems encountered, and discuss them with the entire class next time.

2. **Begin preparation for the next partner activities using new copies of *Planning a Community Activity* (Handout) and *Partner Activity Log* (Handout) duplicated from Lesson 5.**

- Distribute new copies of the planning form and activity log to each student.
- Have students get together with their partners and begin planning their next activities. Allow about 15 minutes.

  – As they plan, move among them and make sure their plans are appropriate, provide opportunities for interaction with people in addition to their partner, and are complete.

  – After about 15 minutes, inform them that they will now have to arrange a time to meet with their partner outside of class to finish the plan prior to their activities. Allow a couple of minutes for that to take place.

3. **Introduce today's lesson on autism and mental retardation by reviewing the definition of *developmental disability* (this was also discussed in Lesson 3) using *What is a Developmental Disability?* (Overhead) as a guide.**

- Use *Types of Developmental Disabilities* (Overhead) to make the point that there are different types of developmental disabilities and that each type has different characteristics.
- Point out to students that although developmental disabilities significantly affect people's lives, persons with disabilities also have strengths, abilities, and gifts that they can contribute to social relationships.

4. **Discuss *autism*, drawing on information in the *Instructor Readings* and using *What is Autism?* (Overhead). Cover the following points:**

- As a way of making autism more tangible, ask if anyone saw the movie *Rain Man*, in which Dustin Hoffman portrayed an individual with autism. Ask them to describe his behaviors.

  – Optional: If time permits and the videotape is available, you may want to show portions of *Rain Man* to the class. This will reinforce understanding of some of the characteristics associated with autism.

- Autism is a disorder of communication and behavior that appears early in life.
- People with autism generally have significant problems with using and understanding language.
- Often individuals with autism seem disinterested and aloof toward people, objects, and events.

  – While some persons with autism may appear to have little interest in social relationships, when asked they do indicate that social interaction is important to them and that they desire to have friends.

- Individuals with autism may also have repetitive behaviors (often called stereotypic behaviors), such as rocking or twitching.
- Some persons with autism establish rigid routines and experience difficulty when these routines or their surroundings are changed.
- There are varying degrees of autism. Some people have good verbal communication skills while others may need to use sign language or some other augmentative communication.
- Persons with autism have varying levels of intelligence.

  – Some may have other cognitive disabilities such as mental retardation, while others may be academically gifted and have very high levels of intelligence.

- No one is really sure of the causes of autism or what is really going on in the brain of persons with autism.

– Researchers are studying whether it is a result of neurological damage or a biochemical imbalance.

– Some researchers think persons with autism have a hard time filtering out distracting sounds, sights, and smells going on around them. Their autistic behaviors may be a result of trying to limit the stimulation they receive.

– Other researchers believe people with autism don't receive enough stimulation due to neurological difficulties. As a result, they engage in behaviors intended to stimulate themselves, such as rocking or flicking their fingers.

5. **Discuss *mental retardation,* drawing on information in the *Instructor Readings* and using *People with Mental Retardation* (Overhead). Cover the following points:**

- Mental retardation is a disability characterized by lower intellectual functioning, as well as limitations in adaptive behavior (the ability to adjust to everyday life).

  – For a person to be considered to have mental retardation they must have both of the following during their developmental years (birth through 18 years): an IQ of less than 70-75 and significant deficits in adaptive behavior.

- People with mental retardation mature cognitively at a slower rate than those without this disability.

  – Most professionals believe that persons with mental retardation learn and develop in the same manner as persons without disabilities, but at a slower rate.

- People with mental retardation also have difficulties with adaptive behavior or adjusting to everyday life. This includes academic competence, social competence, self-help skills, and language capabilities.

- Usually, people with mental retardation have difficulty with learning and with social adjustment (discuss what social adjustment is, and why there is difficulty). However, these limitations typically co-exist with strengths in other areas.

- All individuals with mental retardation have the capacity to learn, develop, and grow.

- Mental retardation is not a disease or mental illness.

- People with mental retardation value the same things in life as persons without disabilities, one of the most important of which is friendship.

- Mental retardation has many causes, over 240 of which have been identified. For the largest group of persons with mental retardation, however, we don't know the specific cause. Some of the causes we do know are:

  – genetic abnormalities
  – malnutrition (during pregnancy and infancy)
  – overexposure to X-rays
  – chromosomal abnormalities
  – German measles
  – problems at birth (such as lack of oxygen)
  – childhood diseases (such as meningitis and encephalitis)
  – accidents
  – lead poisoning
  – an under-stimulated environment in childhood

- While many schools still categorize persons with mental retardation on the basis of the severity of their cognitive disability (mild, moderate, severe), this approach is being replaced by one that focuses on the support needs of people rather than labeling the people themselves.

  – Support needs may include the need for support from a job coach to assist with learning a new job, or the need for support from a social inclusion facilitator to assist with developing social relationships.

- The three degrees of mental retardation that have typically been used by schools to categorize persons with mental retardation are:

  – *Mild* (89% of the population): These individuals have mild difficulties in processing learned information. With good education and social support, these persons acquire the necessary skills for competitive work and community life.

  – *Moderate* (6% of the population): Learning is slower; however, these individuals can lead satisfying and productive lives in the community. They may need more support in some areas of daily living.

– *Severe or Profound* (5% of the population): These individuals have limitations in what they can learn and frequently have additional disabilities, such as cerebral palsy, blindness, or deafness. Often, they have poorly developed verbal communication skills, and their sensory motor skills may also be affected. This does not mean that these individuals do not have the ability to contribute to relationships or to their environment; they just need extra support.

- Optional: If time permits and the videotape is available, have students view portions of the television series, "Life Goes On." This series, which starred an actor with Down syndrome, portrayed in a realistic manner some of the challenges and successes encountered by persons with mental retardation and their families.

6. **Discuss the point that individuals with mental retardation are as diverse as those without disabilities.**

- Explain that although we need to have a definition of mental retardation in order to provide common understanding and services, often this definition and the negative stereotype that accompanies it limit the individual more than the condition itself.
- Ask students what they think when they hear the word "retarded."
- Discuss how difficult it might be for students who are labeled "mentally retarded" to accept that label and still have healthy self-esteem.
- Ask students if they think the use of labels such as "mentally retarded" cause people to have low expectations of those given that label.
- Discuss the concept of "people first" language (e.g., "person with mental retardation," "persons with developmental disabilities").

  – Stress that although this is an improvement over terminology used in the past, it is only a step toward the eventual goal of "people only" language that uses no labels.

7. **Discuss communicating with persons who have autism or mental retardation.**

- Discuss the importance of neither over- nor underestimating the communication skills of the persons with autism or mental retardation.

  – Ask students what might occur if they overestimated the communication capacities of a person with autism or mental retardation (impact on feelings, situation, relationship).

  – Ask students what might occur if they significantly underestimated the person's ability to communicate effectively (impact on feelings, situation, relationship).

  – Point out the importance of determining, through interacting with another person, that person's cognitive and/or communication difficulties.

- Explain that if a person has communication challenges, individuals need to adjust their communication to meet the needs of the person with a disability. Read through and discuss *Tip Sheet: Communicating with Persons Who Have Autism or Mental Retardation* (Overhead).

  – The tips on the sheet are accommodations that will support the ability of persons with disabilities to express themselves and to understand the individuals with whom they are interacting.

  – Ask students what types of adjustments they might need to make when communicating with a person with autism who has very little verbal speech.

  – Ask students to list some of the communication adjustments they may need to make when interacting with a person with a moderate cognitive disability.

- Remind students that communication involves much more than verbalizations and that they will need to develop a knowledge and appreciation of the unique nonverbal communication cues of the persons with whom they are partnered.

- Provide students with a warning not to make assumptions about the meaning of non-verbal communication. For example, individuals with autism who look away from persons who are speaking to them may not necessarily want to terminate a conversation.

- Explain to students that, as with all relationships, communication between individuals with and without disabilities may seem awkward at first. Everyone will be a bit nervous and unsure of themselves. As people get to know each others' styles and preferences, however, the ability to communicate will naturally improve.
- Distribute *Tip Sheet: Communicating with Persons Who Have Autism or Mental Retardation* (Handout) for students to take home and refer to throughout the course.

8. **Invite and respond to questions, in light of the new facts that students have regarding persons with autism and mental retardation.**

9. **Conclude the class by letting students know the topics and/or activities that will be part of the next class.**

- Remind students to get together outside class to complete their activity planning sheets.
- Remind students to complete their *Partner Activity Logs* (Handout) after their next outing and bring them to class.

What is a Developmental Disability?

People with developmental disabilities are, first and foremost, people with ability. Without supports, though, some people with developmental disabilities cannot take advantage of the freedoms and opportunities of our society. They are, however, fundamentally more like the rest of the population than they are different from it.

A **developmental disability** is a **severe, chronic disability** which:

- Is attributable to a **mental or physical impairment** or a **combination** of mental and physical impairments;
- Is **manifested before** the person attains age **twenty-two**;
- Is likely to **continue indefinitely**;
- Results in **substantial functional limitations** in **three** or **more** of the following areas of major life activity: **self care, receptive** and **expressive language, learning, mobility, self-direction, capacity for independent living,** and **economic self-sufficiency**;

AND

Reflects the **individual's need** for a **combination and sequence of special interdisciplinary or generic services, supports,** or other **assistance** that are of **lifelong** or **extended duration** and are **individually planned and coordinated**. [Source: The Developmental Disabilities Act of 1994 (P.L. 103-120, Section 102)]

People with developmental disabilities, like all people, need:

- To be seen, **first** of all, as **people**;
- To **experience love and friendship**;
- To **experience continuity** in their lives, especially in relation to the people who are important to them;
- To be **respected** and **treated with dignity**;
- To have **access to opportunities and information**, to **make choices** and to **exercise their rights**;
- To **learn** those **skills** which are **needed to participate**, as much as possible, as valued members of their **community**;
- To have a **decent and appropriate place to live**;

Adapted with permission from Minnesota Governor's Planning Council on Developmental Disabilities (1987). *A New Way of Thinking* (pp. 3-4). St. Paul, MN: Minnesota Governor's Planning Council on Developmental Disabilities.

- To have **meaningful employment** and **contribute to the community**;
- To have **opportunities to continue to learn** throughout their lives.

In response to these basic needs, our hopes for the future and our thoughts about the quality of our lives are often concerned with three basic issues: HAVING A HOME, not just a roof over our heads; LEARNING skills which are useful to our lives and careers, not just going to school; and WORKING, not just keeping busy. There is a fourth basic issue which gives vitality and fullness to our lives: DEVELOPING AND SUSTAINING RELATIONSHIPS with people who depend on us and upon whom we can depend.

A real home is a place to live the most personal moments of our lives. A home provides security and comfort, allows us to make choices and express ourselves. The people with whom we **CHOOSE** to share our homes are usually the people with whom we desire to spend time, who allow us to be ourselves, and to whom we feel close.

Real learning is lifelong. It means learning to understand ourselves. Learning involves developing skills which are useful to us both as individuals and as members of communities. The people with whom we learn are also teachers. Many become friends we can count on throughout our lives.

Real work means earning a living, being productive, and making a contribution to our community. The relationships we develop with the people with whom we work are important to us.

Having a home, learning, and working allows us to become members of a community where we can receive the support of others and make contributions to the community. Each involves us in the continuing process of individual growth and expression. Each involves us in developing relationships.

Having a real friend means being involved with someone who chooses to spend time with you just because they want to and not because they are paid to do so. Real friends broaden our opportunities and enrich our lives. Real friends are hard to find. It takes most of us a long time through contact with many different people to find that small group of friends who really matter. Opportunities that lead to friendships are essential.

People with developmental disabilities often are more handicapped by the environment than by their disabilities. Historically, our thinking and actions have focused on the inabilities of people with developmental disabilities. The concern was with "fixing the person" or "curing the deficit." Over time that focus has shifted to building on capabilities and assisting individuals to develop and use their abilities.

The most dramatic shift in our way of thinking is the recognition that social and physical environments are often a greater issue than abilities and disabilities. This is especially true in considering the expectations others have of people with developmental disabilities, and what people do based on those expectations.

Fact Sheet: Types of Developmental Disabilities

Autism

Autism is a severe disorder of communication and behavior which appears during the early developmental stages. A person with autism usually has normal physical and motor development. Some persons with autism may be unable to communicate verbally or non-verbally or to understand verbal language. Persons with autism also have altered ways of relating to people, objects, and events. They may appear uninterested, aloof, and exhibit a lack of concentration. They may possess such repetitive behaviors as hand flapping, touching, twiddling of fingers, and rocking behavior. Autism occurs in approximately five out of every 10,000 births and is four times more common in boys than girls.

Cerebral Palsy

Cerebral palsy is a type of developmental disability resulting from damage to the brain that may occur before, during, or after birth, and that results in the loss of control over voluntary muscles in the body. Difficulties with the control and coordination of muscles may center around such activities as sitting, standing, grasping, and eating. Short frustration tolerance may be another common behavioral characteristic.

Epilepsy

The word "epilepsy" comes from the Greek word for seizures, and seizures are the primary symptom of all forms of epilepsy. Seizures are characterized by convulsions of the body's muscles, partial or total loss of consciousness, mental confusion, or disturbances of bodily functions which are usually controlled automatically by the brain and nervous system. They are caused by abnormal chemical-electrical discharges of the brain. Common behavioral characteristics as they relate to epilepsy include drowsiness, fatigue, embarrassment, changes in emotion, and alteration of a person's perception of familiarity or unfamiliarity. Epilepsy occurs in 1% of the general population. People with epilepsy have the same range of intelligence as others. Males and females are affected equally.

Adapted with permission from Minnesota Human Services Division for Persons with Developmental Disabilities (1993). *New employee orientation modules for programs serving persons with developmental disabilities* (pp. 9-15). St. Paul, MN: Minnesota Human Services Division for Persons with Developmental Disabilities.

Mental Retardation

Mental retardation is a condition involving significant subaverage intellectual functioning existing concurrently with demonstrated deficits in adaptive behavior and manifests itself before the first 22 years of life. About 3% of the population, or more than 6 million children and adults, have mental retardation.

Neurological Impairment

Neurological impairment refers to a group of disorders of the central nervous system and is characterized by dysfunction in one or more, but not all, skills affecting communication, perception, cognition, memory, attention, motor control and appropriate social behaviors. Common behavioral characteristics of neurologically impaired persons include a lack of ability to pay attention, reduced ability to deal with abstract thinking, and specific disabilities involving reading, arithmetic, writing, and spelling. In addition, neurologically impaired persons may exhibit hyperactivity, aggressiveness, immaturity, and silliness. There are three major types of neurological impairment: childhood aphasia, minimal brain dysfunction, and learning disability.

Fact Sheet: Autism

Autism is a developmental disability that lasts a lifetime. It is not a mental illness; it is a disorder that affects the way the brain uses information. Characteristics of autism appear during infancy or early childhood.

Major characteristics include:

- **Severe delays in language development.**
  People with autism often have peculiar speech patterns, and their language skills are slow to develop.
- **Inconsistent patterns of sensory responses.**
  A person with autism may become extremely aggravated by an everyday noise such as an electric beater or vacuum cleaner. At other times, the same person may appear not to hear. The same person might over-react or under-react to physical pain.
- **Severe delays in understanding social relationships.**
  The autistic person tends to tune out the world around him or her.
- **Uneven patterns of intellectual functioning.**
  The majority of persons with autism have mental retardation; only 20% of persons with autism have average or above-average intelligence. Some people with autism have skill areas that are exceptional in relation to their overall functioning level, such as memorizing facts, music, drawing, etc.
- **Restricted repertoire of activities and interests.**
  The person with autism tends to follow the same routine every day, and becomes distressed if this routine changes. People with autism also may continuously repeat certain body movements such as spinning, hand waving, rocking, etc. These are referred to as "stereotypic behaviors."

The cause for autism is still unknown.

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Fact Sheet: Mental Retardation

What is Mental Retardation?

People with mental retardation mature cognitively at a below-average rate and experience difficulty in learning, social adjustment, and economic productivity. The most widely accepted technical definition describes mental retardation as "significant subaverage intellectual functioning existing concurrently with demonstrated deficits in adaptive behavior and manifests itself before the first 22 years of life." In terms of IQ, individuals with mental retardation score below 70. This means that the measured intelligence of 97% of the general population is greater than that of persons with mental retardation. All areas of abilities are affected, and the condition exists from birth and/or early childhood.

Mental retardation is not a disease, nor should it be confused with mental illness. Children with mental retardation do not remain "eternal children;" rather, they grow into adults with mental retardation. The big difference is that they learn more slowly and with much greater difficulty.

How Prevalent is the Condition?

Persons with mental retardation constitute one of the largest groups of persons with disabilities in America. They include more than 6 million persons, and more than 100,000 newborn children are likely to be added to this group each year, unless far-reaching preventive measures are discovered and employed.

Today, one out of every ten Americans has a family member with mental retardation. Mental retardation is four times more common than rheumatic heart disease and nine times more prevalent than cerebral palsy. It affects fifteen times as many people as total blindness, and ten times as many people as polio did before the Salk vaccine.

Who are People with Mental Retardation?

Mental retardation cuts across the lines of race, education, and social and economic background. It can occur in anyone. Hereditary components are known to account for only a fraction of all cases of mental retardation.

Adapted with permission from Minnesota Human Services Division for Persons with Developmental Disabilities. *Person to Person Recruitment and Training Guidebook*. St. Paul, MN: Minnesota Human Services Division for Persons with Developmental Disabilities.

What are the Causes of Mental Retardation?

Mental retardation can be caused by any condition that impairs development of the brain before birth, during birth, or in the early childhood years. Over 250 causes have been discovered, but they account for only about one-fourth of all known cases of mental retardation. In the remaining three-fourths of cases, the specific cause is unknown.

The most common causes include:

Genetic Irregularities. These result from abnormal genes inherited from parents, or from abnormalities of genes caused during pregnancy by infections, over-exposure to x-rays, and other factors. Inborn errors of metabolism that may produce mental retardation, such as PKU (phenylketonuria), fall into this category. Chromosomal abnormalities have also been related to some forms of mental retardation, such as Down syndrome.

Problems During Pregnancy. Malnutrition (including the use of alcohol, cigarettes, and/or drugs), German measles, glandular disorders, and many other illnesses sustained by a woman during pregnancy frequently result in a child being born with mental retardation. Physical malformations of the brain or other organs during prenatal development may also result in mental retardation.

Problems at Birth. Extraordinarily prolonged labor, pelvic pressure, hemorrhages – in other words, any birth condition of unusual stress – may injure an infant's brain. Likewise, any reduction in the supply of oxygen to an infant's brain during birth may impair mental development. Rh-factor incompatibility between mother and child, if not treated promptly, can also lead to mental retardation.

Problems after Birth. Childhood diseases such as whooping cough, chicken pox, measles, meningitis, scarlet fever, encephalitis, and polio can damage the brain, as can accidents, such as a blow to the head. Glandular imbalance and malnutrition may prevent normal development. Ingestion of and/or exposure to substances such as lead and mercury can produce irreparable damage to the brain and nervous system.

Environmental Factors. The President's Committee on Mental Retardation concluded that 76% of U.S. citizens with mental retardation come from urban and rural poverty areas. Mental retardation can occur because of malnutrition, lead poisoning, disease, inadequate medical care, and other health hazards associated with impoverished living conditions. Also, children in poverty areas are likely to be deprived of many common day-to-day experiences of other youngsters; research suggests that such understimulation can result in irreversible brain damage and can cause mental retardation.

What are the Degrees of Mental Retardation?

Mild. About 89% of persons with mental retardation have mild retardation. In many respects, they are quite similar to people without mental retardation. They differ primarily in rate and degree of intellectual development. When young, their mental retardation is not readily apparent, and these children are usually not identified as having mental retardation until they enter school. With appropriate education and training, these individuals can participate in the competitive labor market and the mainstream of community life.

Moderate. Persons with moderate mental retardation comprise about 6% of persons with mental retardation and are more obviously handicapped. Their mental retardation is usually apparent before age five. However, appropriate educational opportunities throughout their developmental years can prepare these individuals for satisfying and productive lives in the community.

Severe or Profound. The remaining 5% of people with mental retardation have severe or profound mental retardation. In addition to obvious intellectual impairment, they frequently have other disabilities: cerebral palsy, epilepsy, blindness, or deafness. Technological advances have increased the probability that some people with severe and profound retardation can learn to care for their basic needs, perform some useful work activities with supervision, and adapt to normal patterns of life in the community.

Can Mental Retardation be Ameliorated?

All individuals with mental retardation have the capacity to learn, to develop, and to grow. The great majority can become economically productive, fully participating members of society – *if* their basic human needs and necessary special services can be provided within an integrated community environment.

Persons with mental retardation need the same basic services that other human beings need for normal development. These services include education, vocational preparation, health services of all types, recreational opportunities, religious services, and many others. Unfortunately, many persons with mental retardation have been denied access to these services or have been provided with inappropriate services, often at exorbitant cost to their families.

In addition to basic human services, many persons with mental retardation need specialized services to meet extraordinary needs. Examples include vocational rehabilitation, sheltered workshops, work activity centers, evaluation centers, community-based residential services (small group homes), apartment training programs, and special education. More of these types of specialized services are needed than are currently available; in addition, they need to be provided in integrated environments.

Can Mental Retardation be Prevented?

Scientific developments have led some authorities to believe that 50% of mental retardation cases could be prevented if current knowledge were fully implemented. Unfortunately, many of the known preventive approaches are not yet widely used.

What is a Developmental Disability?

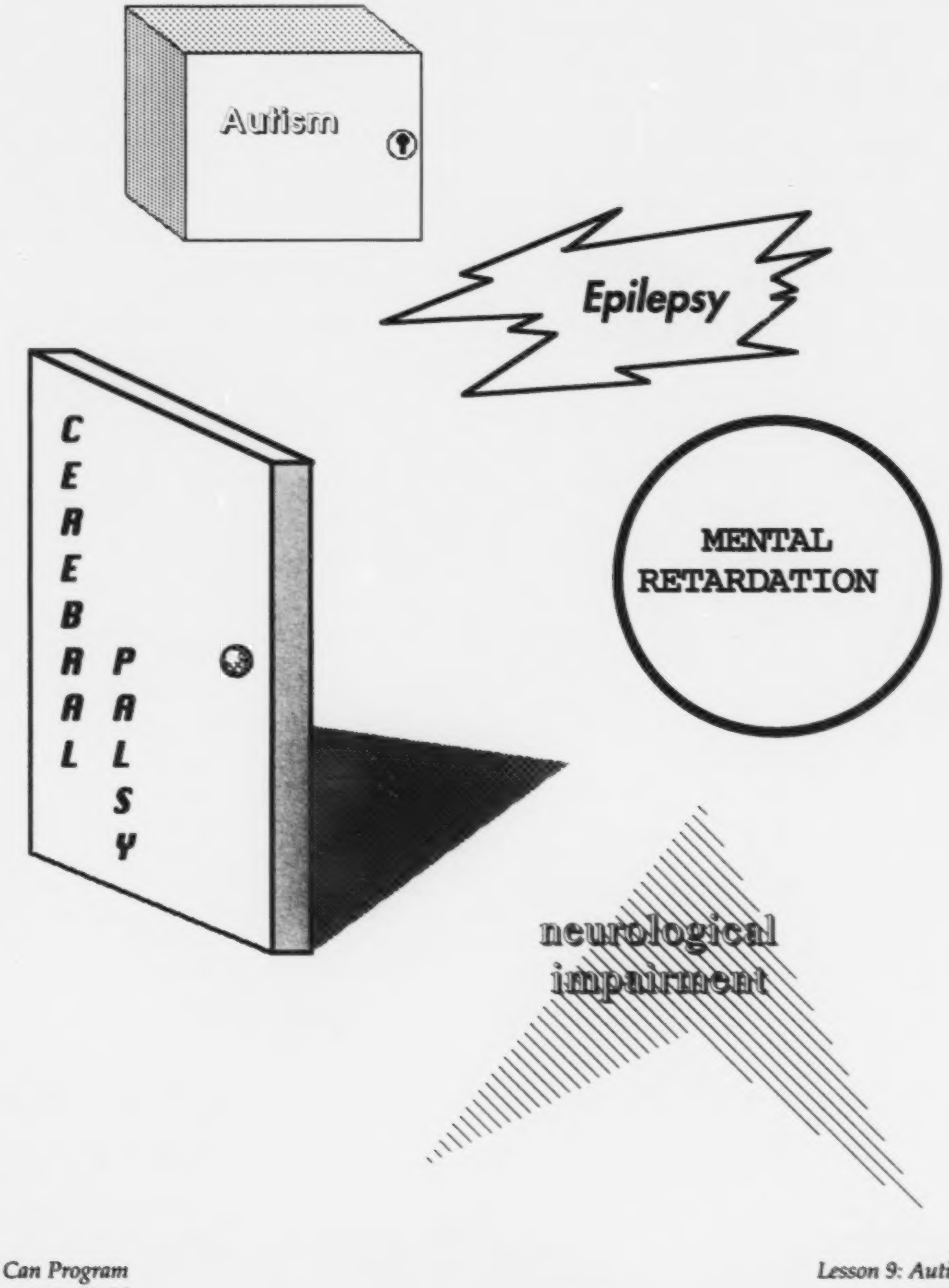
A developmental disability is:

- a severe and chronic disability
- attributable to mental and/or physical impairment
- apparent before age 22, and is likely to continue indefinitely

A person with a developmental disability:

- will need support in three or more of the following areas:
  - self-care
  - receptive and expressive language
  - learning
  - mobility
  - self-direction
  - capacity for independent living
- will need lifelong support that requires individual planning

Types of Developmental Disabilities


Autism
Epilepsy
CEREBRAL PALSY
MENTAL RETARDATION
neurological impairment

What is Autism?

Autism is a developmental disability that:

- **Affects a person's ability to communicate, understand language, and relate to others.**
- **Usually shows up by 3 years of age.**
- **Varies greatly from person to person.**
- **Is still a mystery in many ways.**

People with Mental Retardation...

- Develop cognitively at a slower rate than people without mental retardation.
- Have difficulties in learning and social adjustment.
- Experience these limitations due to a wide variety of causes.
- Have strengths as well as challenges.
- Are as diverse a group as persons without disabilities.

Tip Sheet: Communicating with Persons Who Have Autism or Mental Retardation

1. Keep distractions to a minimum.
2. Speak slowly and clearly.
3. Speak in concrete terms.
4. Emphasize key words.
5. Check frequently for understanding.
6. Avoid asking yes or no questions.
7. Don't pretend to understand.
8. Be prepared to wait for responses.
9. Be respectful.
10. Talk *with* the person , not *about* the person.

Tip Sheet: Communicating with Persons Who Have Autism or Mental Retardation

The speech and language abilities of persons with autism or mental retardation vary from person to person. Some communicate easily while others have great difficulty. Because communication involves both receiving and sending messages, some people who have difficulty speaking or writing may have the ability to understand what is said to them. When interacting with persons who have autism or mental retardation, it is important to get to know each individual and the best ways to communicate with that person. The following general tips may help you in listening to and talking with someone who has autism or mental retardation.

Tips

1. **Keep background noise to a minimum.** Sometimes, persons with autism or mental retardation are more sensitive to loud noises and other distractions. These distractions may make it harder for them to listen and respond when you are talking. Whenever possible, keep background noise to a minimum. For example, turn off the radio or shut the window. You may also need to move to another room or change location within the room if the distractions interfere with talking to each other.

2. **Speak slowly and clearly**. However, don't exaggerate the tone of your voice. Exaggerations do not clarify what you are saying, and may confuse the message rather than make it more understandable.

3. **Speak in concrete terms.** It is common to hear people using words or phrases that have vague meanings or have more than one meaning. In order to avoid confusion, give specific examples instead of using abstract terms. For example, say "Let's sit in the blue chairs by the window" instead of "Let's sit over there."

4. **Emphasize key words**. For example, say, "I'll meet you at the mall on *Wednesday*." Repeat significant statements, and use different words if the listener does not understand them.

5. **Check frequently to be sure the person is understanding your message**. Ask the person to repeat or summarize what you have said or answer a specific question related to the conversation.

6. **Avoid asking yes/no questions**. Some persons with autism or mental retardation have a tendency to say "yes" to almost any question asked of them, and this answer may not really reflect their choices or ideas. Instead, ask open-ended questions ("What did you do last night?") or give a choice of answers, none of which is obviously the "right" one ("Did you meet your friend today or yesterday?").

7. **Don't pretend to understand what people are saying.** It is better to ask them to repeat what they have said several times than to agree with something you don't understand. Say, "I'm sorry, could you please tell me that again" or confirm what you heard by saying, "Am I getting this right? You met your friend this morning."

8. **Be prepared to wait for the person's responses.** A person with autism or mental retardation may process conversations more slowly. Do not anticipate the speaker's response and finish sentences for him or her. Sometimes suggesting a key word will help the speaker keep the conversation going, but many people with autism or mental retardation need to gain experience and confidence with speaking on their own.

9. **Talk with a person who has autism or mental retardation in the same way as you would with other people his/her age.** Do not treat the person as a child. Use proper names, and show respect when you introduce the person to others. Consider the varying degrees of respect conveyed by the following introductions: "This is Joe. He's retarded", or "This is Joe", or "I'd like you to meet Joe Smith."

10. **Talk *with* the person, not *about* him/her.** No matter how difficult it might be for a person with autism or mental retardation to participate in a conversation, it is rude to treat someone as if they were not present.

Lesson 10
Characteristics and Needs of Persons with Physical and Other Disabilities

Objective

The purpose of this lesson is to: (1) increase knowledge of the types and causes of physical disabilities and other chronic disabilities; (2) increase sensitivity to the distinct needs of people with physical disabilities, and (3) increase understanding of ways to support and facilitate the inclusion of persons with physical and other disabilities in community activities.

Key Learning

At the end of this lesson, students should be able to:

- Identify the different types of physical and other disabilities.
- Define *seizure disorder/epilepsy,* and know how to assist a person during a seizure.
- Use a wheelchair correctly and follow wheelchair "etiquette."
- List several architectural modifications commonly made to public buildings to accommodate wheelchairs.
- Use techniques that enhance communication with persons with different types of physical disabilities.

Materials

- ***Instructor Readings***
  Reading 1: *Physical Disabilities*
  Reading 2: *Fact Sheet: Epilepsy*

Reading 3: *Tip Sheet: Communicating with a Person Who is Visually Impaired*
Reading 4: *Tip Sheet: Communicating with a Person Who is Hearing Impaired*
Reading 5: *Tip Sheet: Communicating with a Person Who Has a Physical Disability*

- ***Videotape***
  People in Motion: Ready to Live (60 minutes) (see Appendix for ordering information)

- ***Handout***
  Handout 1: *Supporting Persons Having Seizures*

- ***Other***
  Wheelchair
  Augmentative/alternative communication devices (electronic and non-electronic)

Instructor Preparation

1. Read *Instructor Readings* as background information.

2. Duplicate handouts.

3. Acquire a wheelchair and identify several wheelchair routes through the school for students to use a part of an exercise.

4. Acquire augmentative/alternative communication devices and be able to demonstrate their use, or schedule a speech and language clinician to undertake this activity.

Lesson Plan

1. **Review and discuss the partner activities for the past week.**

- Gather students into a circle, and ask partners to share some of the experiences they had in their weekly community activities. Encourage them to use their *Partner Activity Logs* to refresh their memories. Possible discussion questions are:

  – What activity did you engage in?

  – How did you like it?

– Did you discover or learn anything new that the rest of the class might like to know about?

– What worked well and what would you do differently?

- Make sure that each pair of students is given the opportunity to share. Provide reinforcement for their efforts at carrying out a partner activity regardless of their success.
- After you have completed the discussion, collect the student logs and review them prior to the next session. In reviewing, note any common concerns or problems encountered, and discuss them with the entire class next time.

2. **Begin preparation for the next partner activities using new copies of *Planning a Community Activity* (Handout) and *Partner Activity Log* (Handout) duplicated from Lesson 5.**

- Distribute new copies of the planning form and activity log to each student.
- Have students get together with their partners and begin planning their next activities. Allow about 15 minutes.

– As they plan, move among them and make sure their plans are appropriate, provide opportunities for interaction with people in addition to their partner, and are complete.

– After about 15 minutes, inform them that they will now have to arrange a time to meet with their partner outside of class to finish the plan prior to their activities. Allow a couple of minutes for that to take place.

3. **Show *People in Motion: Ready to Live* (Videotape).**

- Discuss the videotape in terms of the following questions:

– What different types of physical disabilities were represented?

– What were the causes of the different physical disabilities?

– What types of adaptive equipment were used to facilitate participation in daily activities, work, and sports/recreation?

– What were some of the feelings expressed by the people in the video about their disabilities?

– What internal qualities did all four of these individuals share to overcome their physical challenges?

4. **Provide an overview of several physical disabilities (use information in the *Instructor Readings*), highlighting the following points:**

- There is a tremendous range and variety of physical disabilities, but most fall under two subcategories: *neurological impairments* and *musculoskeletal conditions.*
- A *neurological impairment* results from damage to the cells in the brain or spinal cord. How a person will function following neurological impairment is related to the amount of damage and the area affected. Two types of neurological impairment are:

  – *Cerebral palsy.* This is a neurological impairment that, in severe cases, is also called a developmental disability. It is the result of damage to the motor centers of the brain before, during, or after birth. It is characterized by the loss of control over voluntary muscles.

  – *Spina bifida.* This condition occurs when the bones of the spinal column fail to close around the spinal cord when the fetus is forming. Because the spinal column is not closed, the spinal cord may be exposed to damage resulting in paralysis or lack of function or sensation below the defect.
- *Musculoskeletal conditions.* These conditions affect bone or muscles and may limit the ability to move around in different environments. One common condition in this category is *muscular dystrophy,* which is characterized by weakening and wasting away of muscles. It affects legs first, then arms, and finally the trunk and neck.
- Individuals with physical disabilities may also have visual, hearing, and speech impairments, and learning difficulties.

5. **Discuss another type of physical disability that students may encounter: *epilepsy.***

- Ask students what epilepsy, or a seizure disorder, is. As they describe it, write their answers for all to see.
- After allowing everyone an opportunity to respond, lead a more detailed discussion of epilepsy, correcting misinformation and emphasizing the following points:

– Epilepsy is a seizure disorder characterized by spasms of the muscles throughout the body, by partial or total loss of consciousness, and by confusion.

– Epilepsy relates to electrical discharges in the brain, and the pathways through which they flow. With epilepsy, the typical pathways are broken or altered, and the electrical charge causes the person to have a seizure.

– Different persons with epilepsy experience different types of seizures.

– In one type of seizure, known as *generalized* or *grand mal* seizures, the person experiences spasms of the arms and legs and perhaps other parts of the body, and may fall to the floor and lose consciousness.

– In two other types of seizures, called *partial* and *absence* seizures, the seizure may be barely noticeable to others except medical professionals. Persons with this type of seizure may seem to be day-dreaming for a few moments, and lose awareness of what's going on around them.

– Medication that controls seizures has made it possible for many persons with epilepsy to avoid or minimize seizures.

- Ask the class if anyone knows what they should do to assist someone who is experiencing a seizure. If students respond, write their answers for all to see.
- Continue the discussion by providing students with *Supporting Persons Having Seizures* (Handout). Read through and discuss the information presented, making sure to cover the following:

– Remain calm and let a seizure run its course.

– Stay with the person until they are alert.

– Protect the person's head from injury – for instance, by placing a rolled up jacket under it – but don't otherwise restrict body movement.

– Turn the individual on their side to keep the airway clear, unless they have injured themselves. If they may have injured themselves, for instance by falling, don't move them. Let them move themselves after the seizure.

– Loosen collars or ties that may restrict breathing.

– Protect the person from nearby hazards, such as sharp, hard or hot objects.

– As the person regains consciousness, reassure them. It may help to remind the person of where they are and what has happened.

– Unless the individual has more than one seizure, has a seizure that lasts for more than five minutes, or remains unconscious, there is usually no need to call a doctor or take the person to a hospital.

– If your *Yes I Can* partner has a seizure, notify the person's parents/guardians as soon as you are able.

– After a seizure, many persons are able to go on with activities. If, however, the individual appears tired, weak or confused after resting, accompany them home.

– Do not put anything – including fingers – in the person's mouth.

– Do not give liquids during or immediately after a seizure.

– Do not restrain the person.

– Do not use CPR or artificial respiration unless the person is not breathing after the seizure.

6. **Explain that some people with physical disabilities use wheelchairs. To help students become familiar with wheelchairs, complete the following activities:**

- On a real wheelchair, show and discuss the following parts and their functions:

  – Seat belt

  – Brakes

  – Footrests and how to move and remove them

  – Tip bars

  – Personalized adaptations, such as inserts and lap trays

- Discuss wheelchair mobility, safety, and etiquette:

  – If a person in a wheelchair has limited wheelchair skills, always put on the brakes when stopped next to inclines or stairs, or on uneven surfaces outside.

  – Sometimes it is easier for the person in a wheelchair to eat or to do fine motor activities if the brakes are on to provide stability.

  – When going down stairs or over curbs, turn the chair so the person in the wheelchair will be facing backwards and the large rear tires will be first off the curb. Also, the tip bars can be used to help tip the chair.

  – If possible, try to walk next to the wheelchair instead of behind it to make conversation and eye contact easier.

  – Always have all straps and belts fastened.

  – If you are not sure whether or how to help, just ask.

- Allow each student the opportunity to use a wheelchair in the school. Assign a route with specific locations they should travel to and return from, such as their locker, the restroom, the cafeteria, the main office, and the auditorium.

  – Discuss their experiences and reactions including the additional time and energy needed, unexpected obstacles, and the reactions of others.

7. **Discuss the fact that federal laws require public buildings to be accessible for persons using wheelchairs and other mobility aids.**

- Ask students to identify building adaptations they have seen made to public buildings and schools to increase accessibility. This list could include the following:

  – Wider doors to rooms

  – Elevators with lower control buttons

  – Lower sinks with wheelchair-accessible faucets

  – Wider restroom stalls and railings in restrooms

  – Lower mirrors in restrooms

  – Lower paper towel and hand drying machines

  – Lower telephones

  – Lower drinking fountains

  – Automatic door openers or switches

  – Ramps

  – Curb cut-outs

  – Door knobs with extensions or handles

- Ask them to identify building modifications that could better accommodate persons with physical disabilities in their school. Use the following questions:

  – What building modifications are present in this school?

  – What difficulties would a person in a wheelchair encounter in this school?

  – How could this school be modified to be more accessible?

8. **Discuss an additional area in which adaptations for persons with physical disabilities may be necessary: communication.**

- Explain that persons with physical disabilities have a wide range and variety of communication abilities. The challenges they face in this area are typically related to the type and severity of their neurological or musculoskeletal disability.

- Some people with physical disabilities will talk and communicate easily, while others will need to use augmentative / alternative communication (sign language, picture board, electronic devices).

- Show the students the different electronic and non-electronic communication devices (you may want to have a speech and language clinician demonstrate their use). Allow them to experiment with them by saying simple sentences. Discuss the following:

  – What were the biggest frustrations you experienced using these devices?

  – Would using such a device change your willingness to try to communicate?

  – How could you best support a person using such equipment?

- Discuss how communication with a person who uses an augmentative communication system can be facilitated by:

  – Following the lead of the person with the augmentative system.

  – Allowing the person time to formulate his/her thoughts without filling in the silent periods.

  – Rephrasing messages that aren't completely understood, but not repeating or rephrasing questions or answers that have been understood.

  – Asking more open-ended questions.

  – Being more aware of non-verbal signals, including those indicating the end of the message or that a message is understood.

  – Being physically close to the person with the augmentative system for easier understanding, particularly if the system is non-electronic.

9. **Optional: Discuss communicating with people who have visual and hearing impairments.**

- If students need to, or would like to, know more about interacting with persons who have visual or hearing impairments, use *Tips for Communicating with a Person Who is Hearing-Impaired* (Instructor Reading) and/or *Tips for Communicating with a Person Who is Visually Impaired* (Instructor Reading) as a basis for discussion.

  – Classroom activities may also be developed to meet this need. Two possibilities are a presentation by a professional who works with persons who have visual or hearing impairments, and a presentation by individuals who have visual and/or hearing impairments.

10. Conclude the class by letting students know the topics and/or activities that will be part of the next class.

- Remind students to get together outside class to complete their activity planning sheets.
- Remind students to complete their *Partner Activity Logs* (Handout) after their next outing and bring them to class.

Physical Disabilities

In Western culture people are almost obsessed with their bodies. They don't just want to be healthy and strong, they want to be beautiful – well formed and attractive to others. In fact, some people seem to be more concerned about the impression their bodies make than they are about their own well-being. They may even endanger their health in the battle to be accepted by others and in an effort to become more physically conditioned.

Definition and Classification

There is a tremendous range and variety of physical disabilities. Children may have congenital anomalies (defects they are born with), or they may acquire disabilities through accident or disease after birth. Some physical disabilities are comparatively mild and transitory; others are profound and progressive, ending in total incapacitation and early death. So it is difficult to discuss children with physical disabilities in general. [The following comments will be organized around specific conditions and diseases falling under either neurological impairments or musculoskeletal conditions].

Neurological Impairments

One of the most common causes of a physical disability in children is damage to or deterioration of the central nervous system – the brain or spinal cord. Damage to the brain may be so mild as to be undetectable as far as the child's functioning is concerned, or so profound as to reduce the child to a very low level of functioning. There may be "focal" brain damage (involving a very specific and delimited area, often with specific effects on the child's behavior), or "diffuse" brain damage (involving a large or poorly defined area, often with generalized behavioral effects).

- ***Cerebral Palsy***

  Cerebral palsy is not a disease in the usual sense of the word. It is not contagious, it is not progressive (except that improper treatment may lead to complications), and there are no remissions. Although it is often thought of as a motor problem associated with brain damage at birth, it is actually more complicated. Cerebral

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Adapted with permission from Hallahan, D. & Kauffman J. (1986). *Exceptional Children: Introduction to Special Education* (3rd ed.), (pp. 358-372). Needham, MA: Allyn and Bacon.

palsy can, for practical purposes, be considered part of a syndrome that includes motor dysfunction, psychological dysfunction, convulsions, or behavior disorders due to brain damage. Some individuals show only one indication of brain damage, such as motor impairment; others may show combinations of symptoms. The usual definition of cerebral palsy refers to a condition characterized by paralysis, weakness, incoordination, and/or other motor dysfunction due to damage to the child's brain before it has matured (Batshaw and Perret, 1986; Crocker, 1983; Healty, 1984). Symptoms may be so mild that they are detected only with difficulty, or so profound that the individual is almost completely incapacitated.

Anything that can cause brain damage during the brain's development can cause cerebral palsy. Before birth, maternal infections, chronic diseases, physical trauma, or maternal exposure to toxic substances or X-rays, for example, may damage the brain of the fetus. During the birth process the brain may be injured, especially if labor or birth is difficult or complicated. Premature birth, hypoxia, high fever, infections, poisoning, hemorrhaging, and related factors may cause harm following birth. In short, anything that results in oxygen deprivation, poisoning, cerebral bleeding, or direct trauma to the brain can be a possible cause of cerebral palsy...

- ***Spina Bifida***

During early fetal development the two halves of the embryo grow together or fuse at the midline. When the closure is incomplete, a congenital "midline defect" is the result. Cleft lip and cleft palate are examples of such midline defects. Spina bifida is a congenital midline defect resulting from failure of the bony spinal column to close completely during fetal development. The defect may occur anywhere from the head to the lower end of the spine. Because the spinal column is not closed, the spinal cord (nerve fibers) may protrude, resulting in damage to the nerves and paralysis and/or lack of function or sensation below the site of the defect.

The cause of spina bifida is not known, though many factors are suspected (Batshaw and Perret, 1986; Hearey, Harris, Usatin, Epstein, Ury, and Neutra, 1984). Prevalence is estimated at 9.1 percent, making it one of the most common birth defects causing physical disability. There are several different forms of the condition. Spina bifida "occulta" does not result in any neurological disability because the spinal cord does not protrude. Nor is there any outward sign of a defect except occasionally a clump of hair growing from the area of the spine involved, usually in the lower back. The "meningocele" form of spina bifida is distinguished by a tumor-like sac somewhere along the backbone. The sac contains cerebrospinal fluid but no nerve tissue, and there is no sign of neurological disability. In the "myelomeningocele" (or "meningomyelocele") form, the sac contains the spinal cord or parts of it, and because the nerve fibers are involved, there is neurological damage. A myelomeningocele is often accompanied by paralysis of the legs and of the anal and bladder sphincters because nerve impulses are not able to travel past the defect...

Musculoskeletal Conditions

[Some children become physically disabled because they experience conditions that affect their bones or muscles. Even though these children have no neurological involvement, their ability to move around their home, school, and community is often limited. Many musculoskeletal conditions involve the legs, spine or arms, making it difficult for the child to walk, stand, sit, or use his/her hands. There are many types of musculoskeletal conditions, but one common condition in this category is muscular dystrophy].

- ***Muscular Dystrophy***

  Some children are handicapped by a weakening and wasting away of muscular tissue. If there is neurological damage or the muscles are weak because of nerve degeneration, the condition is called "atrophy." When there is no evidence of neurological disease or impairment, the condition is called "myopathy." The term "dystrophy" is applied to cases in which the myopathy is progressive and hereditary. Although there are many varieties of muscular atrophy and myopathy, some of the most common serious conditions of this type fall under the general heading of muscular dystrophy, a hereditary disease characterized by progressive weakness caused by degeneration of muscle fibers. The exact biological mechanisms responsible for muscular dystrophy are not known, nor is there at present any cure (Batshaw and Perret, 1986; Harkey, 1983)....

[Associated Conditions and Disabilities]

[Individuals with physical disabilities may also have other disabilities in addition to the neurological or musculoskeletal involvement. There are many children with physical disabilities who may also have hearing impairments, visual impairments, speech difficulties, or problems with learning (learning disabilities, mental retardation, etc.). The presence of multiple disabilities increases the complexity of the individual's abilities and creates challenges for promoting inclusion through resources and supports].

Fact Sheet: Epilepsy

Q. What is epilepsy?

Epilepsy is a physical condition caused by sudden, brief changes in how the brain works. When brain cells are not working properly, a person's consciousness, movements or actions may be altered for a short time. These physical changes are called seizures. Epilepsy is sometimes called a seizure disorder. It affects people in all nations and of all races.

Q. How many people in the U.S. have epilepsy?

About one percent of the population, now more than two million people, have epilepsy.

Q. What causes epileptic seizures?

The brain is the control center for the body. Normal electrical signals between cells make the brain and body work correctly. The cells work like little switches, turning electrical charges on and off automatically. But sometimes it is as if some cells get stuck in the "on" position. This affects other cells and spreads to other parts or through all of the brain. It blocks out our usual awareness of things around us. It may change the way the world looks, or may make our bodies move automatically. Sometimes it may cause a convulsion. These seizures usually last a short time (a matter of seconds or a minute or two), and then end naturally as brain cell activity goes back to normal.

Q. What kinds of seizures do people with epilepsy have?

Generalized tonic clonic seizures (also called *grand mal* or a *convulsion*) happen when the whole brain is suddenly swamped with extra electrical energy. It often starts with a cry caused by air being suddenly forced out of the lungs. The person falls to the ground unconscious. The body stiffens briefly, and then begins jerking movements. The tongue may be bitten. A frothy saliva may appear around the mouth. Breathing may get very shallow and even stop for a few moments, causing the skin to turn a blueish color. The jerking movements then slow down, and the seizure ends naturally after a minute or two. Bladder or bowel control is sometimes lost. When consciousness returns, the person who had the seizure may feel confused and sleepy. In some cases, only a very short recovery period is required, and most people can go back to their normal activities after a while. If the seizure is prolonged, medical attention is essential.

Adapted with permission from The Epilepsy Foundation of America (1994). *Questions and answers about epilepsy*. Landover, MD: The Epilepsy Foundation of America.

Absence (petit mal) seizures look like day-dreaming or blank staring. They begin and end abruptly, last only a few seconds, and are most often seen in children. A child having this kind of seizure is unaware of people and things around him/her for a few seconds, but quickly returns to full awareness. These little seizures happen so quickly that the child (and sometimes other people nearby) may not notice them. Sometimes these seizures also produce blinking or chewing movements, turning of the head or waving of the arms. Other types of generalized seizures produce sudden falls, massive muscle jerks, head drops or body spasms.

Complex partial seizures (also called *psychomotor* or *temporal lobe seizures*) are a type of seizure in which the extra brain activity does not affect the whole brain. Although they are sometimes called temporal lobe seizures, they can actually occur in several areas of the brain. When a complex partial seizure is occurring the person looks as if he/she is in a trance and goes through a series of movements over which he/she has no control. Although the kind of movements may vary from person to person, there is usually a set of actions that each person follows every time a seizure happens. A seizure of this type may start with a strange sensation – a feeling of fear, perhaps, or a sudden sick feeling in the stomach, or even seeing or hearing something that is not really there. The person stares blankly, and may make chewing movements with his/her mouth. The person may move an arm, pull at clothing, get up and walk around, all the time looking as if in a daze. Although not aware of things and people around him/her in the usual sense, a person having this kind of seizure may follow simple directions if they are given in a calm, friendly voice. Although seizures last for only a minute or two, full awareness may not return for some time afterwards. Confusion and irritability may follow, and the person will not remember what happened or what he/she did while the seizure was going on.

Simple partial seizures produce changes in sensation, movement or feeling without loss of consciousness. Sometimes the movements start in one area of the body and then slowly "march" upwards. Things may look strange, or the person may "see" people or things that are not there. He/she may "hear" strange sounds or have a feeling that what is happening around him/her has somehow happened before (deja vu).

Q. How is epilepsy treated by doctors?

Epilepsy may be treated with drugs, surgery, or special diet. Of these treatments, drug therapy is by far the most common, and is always the first to be tried. Different drugs control different types of seizures. Whenever possible, doctors try to control seizures with just one drug.

Tip Sheet: Communicating with a Person Who is Visually Impaired

The effect of a visual impairment on a person's ability to communicate may not be obvious. Often, people make the mistake of speaking to a person who is blind as if he/she were unable to speak or hear normally: they exaggerate the pronunciation of words or shout. The following are some tips for appropriate communication with a person who is blind or visually-impaired.

Tips

1. Introduce persons who are blind just as you would anyone else. Consider the level of respect conveyed in the following introductions: "This is my friend Joe," " This is Joe Smith," or "This is Joe; he is blind."
2. Always state your name when you approach persons with visual loss. Unless they know you well, they may not be able to identify you by your voice, especially in noisy surroundings.
3. Let persons with visual impairments know when you are about to leave. If you walk away without saying anything, they will not always be aware that you are gone.
4. When speaking to persons with limited vision, do not stand with your back to a window. The glare may interfere with their ability to focus and may cause eye fatigue.
5. Use verbal cues to help compensate for the loss of information usually obtained from facial expressions, gestures, and body movements. For example, a speaker typically makes eye contact with a person when asking a direct question. People with limited vision may not realize that a question is meant for them unless you preface it with their name (e.g., "Bob, what is your address?").
6. We normally judge whether a person is paying attention by the amount of eye contact used. When conversing with persons who are blind, it is polite to occasionally ask them for feedback about the topic and to see if they are understanding your ideas.
7. Use words such as "look" and "see" comfortably. These words are a part of every day conversation and it is unnatural to avoid using them.

Tip Sheet: Communicating with a Person Who is Hearing-Impaired

Although some people who are hearing-impaired possess adequate speech for basic social expression, those with profound hearing losses may use written or manual communication as a supplement to or substitute for speech.

Manual communication refers to systems in which hand or body movements represent ideas, objects, and actions. Finger spelling and sign language are forms of manual communication. In using these communication systems, it is necessary to pay close attention to visible cues, including facial expressions and gestures.

Whatever communication techniques a person uses, there are several things others can do to more effectively communicate with a person who is hearing-impaired.

Tips

1. The room should be sufficiently quiet to permit your voice to be heard with little difficulty. This means minimizing background noise.
2. Position yourself directly in front of the person to whom you are speaking, rather than behind or to the side of him/her. Provide a clear view of your face, avoiding actions that hide your mouth and reduce the accuracy of speech (lip) reading.
3. Try not to stand in front of a light source (for example, a window). Light behind you may throw shadows on your face and distort the normal movements of your mouth.
4. Get the individual's attention and make eye contact before you begin to speak. You may need to attract your listener's attention with a light touch on the arm or shoulder.
5. Speak clearly but naturally. Use your normal speed and loudness level unless asked to change.
6. Speak expressively; use gestures, facial expression, and body movements to convey mood and feeling.
7. Repeat key words and statements and avoid changing the subject abruptly. Check comprehension frequently by asking questions or asking the listener to repeat what you have said.

8. When an individual has difficulty understanding an important point, rephrase the idea rather than repeat the same words.

9. If you have difficulty understanding a speaker with a hearing impairment, ask open-ended questions that will give you time to become accustomed to the person's speech and language patterns. When you cannot understand a statement, ask the person to repeat or elaborate on what he or she has said.

10. Do not assume that a deaf person's communication problems indicate a lack of intelligence.

11. If you know any sign language, ask the person with whom you are talking if he or she would like you to use it.

12. When possible, provide listener breaks. Watch for signs of fatigue in your listener.

Tip Sheet: Communicating with a Person Who Has a Physical Disability

Some people who have physical disabilities, especially those with cerebral palsy, have mild to moderate communication difficulties. The disability may interfere with production of speech sounds and with the rhythm and rate of speech. This often distracts listeners and makes them feel uncomfortable. Listeners may have to make a conscious effort to pay attention to what the speaker is saying when communicating with individuals whose disabilities have affected their speech. It is important to remember that a physical disability and difficulty in communication do not mean the person lacks intelligence or the ability to understand you.

Tips

1. When meeting a person with a physical disability, look at the person in the same way you look at a nondisabled person, with eye contact and a smile or greeting.
2. As you become accustomed to the speech patterns of the person, he/she will become easier to understand. You can support that process by asking open-ended questions that require a lengthy answer.
3. Allow the person sufficient time to respond. His/her disability may increase the time needed to speak.
4. Do not be offended if a person who speaks with physical tension seems reluctant to converse. This may be because of the great effort needed to speak. Create an accepting atmosphere through eye contact, smiling, leaning forward, and nodding.
5. If the person uses a non-speech communication system, become acquainted with the way the system works.
6. Respect the personal space of a person with a physical disability. You must be close enough to be easily seen and heard, but realize that a person with a physical disability may not be able to protect his/her personal space.
7. If the person must remain seated, try to sit, too, and maintain the same eye level.
8. Ask before touching individuals because the person may have neurological damage that makes touch irritating or frightening. This does not mean you should avoid touching completely; just ask first, move slowly, and use firm pressure.
9. If you note signs of fatigue, anxiety, irritability or disinterest, take a break. The effort required for an individual with physical disabilities to communicate may be great.

Supporting Persons Having Seizures

There are a number of different types of seizures. Some seizures are obvious and others are barely noticeable. Most last only a few minutes and do not require any expert care or medical attention. Individuals having seizures, however, can be supported in a variety of ways.

What to Do

- Remain calm. You cannot stop a seizure once it has started. Do not try to revive the person. Let the seizure run its course.
- Stay with the person until they are completely aware of their environment.
- Protect the individual's head from injury, but do not otherwise attempt to restrict body movement.
- Turn the individual on their side to keep their airway clear, unless they have injured themselves.
- Loosen ties or shirt collars that may restrict breathing.
- Protect the person from nearby hazards including sharp, hard, or hot objects.
- As the person regains consciousness, reassure them and provide them with social-emotional support.
- If the person has a single seizure lasting more than five minutes or has multiple seizures, is injured, diabetic or pregnant, make sure they get medical attention.
- Notify the individual's parents or guardians that a seizure has occurred.
- Following a seizure, many persons are able to carry on as before. If, after resting, the individual appears tired, weak or confused, accompany them home.

What NOT to Do

- Do not put anything in the person's mouth or attempt to hold their tongue.
- Do not give liquids during or immediately after a seizure.
- Do not restrain the person.
- Do not use CPR or artificial respiration unless the person is not breathing after the seizure has stopped, or if they have inhaled water.

Lesson 11
Enhancing Sensitivity

Objective

The purpose of this lesson is to increase awareness and understanding of the social and emotional needs of people who have disabilities.

Key Learning

At the end of this lesson, students should be able to:

- Explain the "person first" concept and its importance.
- Understand the difference between empathy and sympathy.
- Recognize opportunities in the community and school to enhance social relationships with people with disabilities.

Materials

- ***Overhead***
  Overheads 1: *Empathy vs. Sympathy*
- ***Handout***
  Handout 1: *Empathy Scenarios*
- ***Other***
  Several sets of foam earplugs or cotton balls; a wheelchair; one or two pairs of crutches; a roll of masking tape; several pairs of glasses with darkened lenses and blinders on the sides.

Instructor Preparation

1. Gather the listed materials (earplugs, etc.) that will be used to simulate the experience of having a disability.
2. Duplicate handouts and prepare overhead.
3. Arrange for a panel of individuals with disabilities from community organizations (and perhaps students) to share experiences and answer questions from the group. The panel will most likely need to be scheduled to appear during a second session devoted to this lesson.

Lesson Plan

1. Review and discuss the partner activities for the past week.

- Gather students into a circle, and ask partners to share some of the experiences they had in their weekly community activities. Encourage them to use their *Partner Activity Logs* to refresh their memories. Possible discussion questions are:

  – What activity did you engage in?

  – How did you like it?

  – Did you discover or learn anything new that the rest of the class might like to know about?

  – What worked well and what would you do differently?

- Make sure that each pair of students is given the opportunity to share. Provide reinforcement for their efforts at carrying out a partner activity regardless of their success.
- After you have completed the discussion, collect the student logs and review them prior to the next session. In reviewing, note any common concerns or problems encountered, and discuss them with the entire class next time.

2. Begin preparation for the next partner activities using new copies of *Planning a Community Activity* (Handout) and *Partner Activity Log* (Handout) duplicated from Lesson 5.

- Distribute new copies of the planning form and activity log to each student.
- Have students get together with their partners and begin planning their next activities. Allow about 15 minutes.

  – As they plan, move among them and make sure their plans are appropriate, provide opportunities for interaction with people in addition to the partner, and are complete.

  – After about 15 minutes, inform them that they will now have to arrange a time to meet with their partner outside of class to finish the plan prior to their activities. Allow a couple of minutes for that to take place.

3. Introduce the topic of becoming more sensitive to the needs of others.

- Request that students spend one or two minutes thinking about sympathy and empathy.

  – After one to two minutes ask them what each of the terms mean to them. Write their comments for all to see.

- After all students have had a chance to respond, define *empathy* as *the ability to recognize, share in, and be sensitive to the emotions or feelings of others.*

  – Ask students to provide examples of empathy, such as situations in which they have been able to empathize with others or others with them.

- Define *sympathy* as *feeling sorry for someone because of something that has happened to them.*

  – Ask students to share examples of sympathy from their personal experience.

- Further discuss the differences between empathy (care with) and sympathy (sorry for) using *Empathy vs Sympathy* (Overhead). Cover the following:

  – What does it feel like to have someone feel sorry for you? (e.g., erodes self-confidence, self-esteem, and self-determination, hinders independence, promotes learned helplessness).

– How does that feel different than someone feeling empathy toward you (e.g., supports solving one's own problems, acknowledges and respects the individual)?

- Discuss how, as we grow up, we learn empathy by:

  – Watching others (seeing someone we respect, such as a parent, being sensitive to the feelings of others).

  – Being taught to think about how others feel (the Golden Rule and other guidelines for living learned at home, place of worship, in clubs such as Boy and Girl Scouts).

  – Role-taking (putting ourselves in "another's shoes").

  – Recognizing our own feelings (knowing what an experience felt like for us).

  – Listening to and sharing in the experiences of those we care about (friends, family, classmates).

4. **Introduce a role-taking exercise that will help students become more empathic in relation to others who have various disabilities.**

- Point out that recognizing the feelings that others are experiencing is a first step in being able to empathize with them. A second step that is just as important is being able to take the perspective of others. This involves "walking in the shoes" of another, and experiencing the world as they do.

- Explain that although it is not possible for each person to experience the world in exactly the same manner as another, one way to partially experience the feelings of persons with disabilities is to spend some time experiencing some of the physical challenges they commonly face.

- Inform students that for the remainder of today's class, each student with and without a disability will be assigned a disability and be asked to take part in class as an individual with that disability.

- Assign *all* students in the class a disability, selecting from those provided below or creating your own.

– If a student already has a disability, offer them the option of taking on a different disability.

- Suggested disabilities and their simulations are:

  – *Physical disability*: Have students write with their opposite hand throughout the class.

  – *Hearing impairment*: Have students wear foam earplugs or cotton in their ears that limit hearing.

  – *Physical disability*: Have students use wheelchairs or crutches.

  – *Visual disability*: Have students wear a blindfold or pair of glasses that has been altered to partially or fully block their visual field.

  – *Physical disability*: Use masking tape to bind together some of the fingers of students so that they cannot easily grasp objects.

  – *Physical disability/hearing impairment*: Have students participate in class without talking, requiring them to use other forms of communication.

- Note: Because this lesson will take at least two class sessions, you will have to allow sufficient time at the end of the first day's session to conclude and discuss this simulated disability experience (see activity #7).

5. **Discuss the difference between being empathic to a close friend versus someone we don't know.**

- Ask students, "Who would be easiest to empathize with: a close friend or someone you don't know?" Ask them to explain their responses.

- Point out that when we identify with the whole person (as with a friend, whom we know well), it allows us to consider multiple factors rather than just one issue.

- Note that when our emotions are more involved (as with a friend), it prompts us to make a greater commitment of time, effort, and caring.

- Point out that *trust* is also a key issue: it allows us to risk more in the process of empathy, and trust is built over time.
- Assure the students that as the partner relationships develop in the class, empathy will grow between the partners. This takes time and experience with each other.

6. Discuss with students the difficulty in accurately empathizing with others.

- Point out to students that empathizing with or stepping into the shoes of another person needs to be undertaken in a careful manner. Cover the following reasons that care must be taken:

  – We can never really be sure how a person is feeling in any given situation unless we ask the person.

  – Most people have a natural tendency to assume that others will react to a situation in the same manner as they would. As a result, we often believe that we are successfully empathizing with another individual when we are not.

- Ask students to break up into small groups of three to four individuals.
- Inform the class that in this exercise four hypothetical (i.e., make-believe) situations will be presented to them. Tell them that after hearing each scenario, they will take turns serving in one of two following roles:

  – For each scenario, one student in each group will think of himself/herself as actually experiencing the situation being described. This person will carefully think about what he/she would actually feel in the situation, but will not share those feelings with the rest of the group.

  – The remainder of the students in the group will attempt to interpret how their classmate would feel in the situation, using everything they know about the person.

- Distribute *Empathy Scenarios* (Handout) and assign one person in each group the role of group reader.
- Select one person in each group to initially serve as the person

directly experiencing the hypothetical situation. Ask group readers to read aloud the first scenario.

– Remind persons playing the role of individuals directly experiencing the situation to think about how they would feel and react in that situation, but to refrain from letting others in their group know what they feel.

- After the scenario is read, encourage the other members of the groups to discuss among themselves how they think their fellow group member would feel and react. Allow groups approximately three minutes for the first scenario to be discussed.
- When time has expired have one member of the group explain how they think the person directly experiencing the situation would feel and react. When this has been completed have the person who played the role of the individual directly experiencing the situation provide the rest of the group with feedback as to the accuracy of their "empathizing."
- Move on to the second through fourth scenarios, having a different person take the role of the individual experiencing the situation in each, and following the same discussion process as in the first.
- Bring the class together as a large group and use the following questions to stimulate a discussion of how successfully they were able to empathize with each other:

– How accurate were people in their attempts to empathize?

– Was it easier to empathize with some individuals than others? If so why might this be the case?

– Did you find yourselves thinking about how you would respond to the situation rather than focusing on trying to understand how the other person would experience it?

7. **Conclude today's disability simulation exercise by having students remove the simulation props they've worn and by discussing the experience. Possible questions include:**

- What did it feel like to take part in class with a "disability"?

- What types of activities did your "disability" affect the most and the least?
- What is different about experiencing a disability versus knowing someone with a disability versus knowing about a disability?

8. **Introduce the panel of guest speakers who will share what it's like to have a disability.**

- Start the presentation by asking them one or more of the following questions:

  – What is the most difficult part of having a disability?

  – How do you think people with disabilities are treated differently than people without disabilities?

  – How would you like people without disabilities to think about you and treat you?

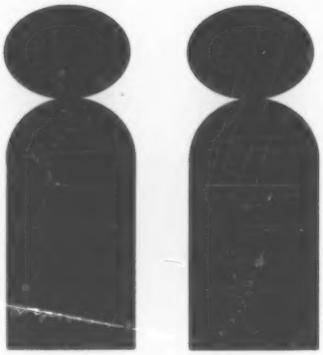
  – How does the way others treat people with disabilities affect your self-image and self-esteem?

  – What are the things that persons without disabilities need to be aware of in seeking to treat persons with disabilities in a respectful manner?

- Invite students to ask their own questions.

9. **Conclude the class by letting students know the topics and/or activities that will be part of the next class.**

- Lesson 12 is a suggested point for collecting the journals students have been keeping. It is recommended that the journals be reviewed by the instructor to identify any topics, concerns, or problems that should be addressed in future classes. If journals are to be collected in the next class, inform students of it at this time.
- Remind students to get together outside class to complete their activity planning sheets.
- Remind students to complete their *Partner Activity Logs* (Handout) after their next outing and bring them to class.



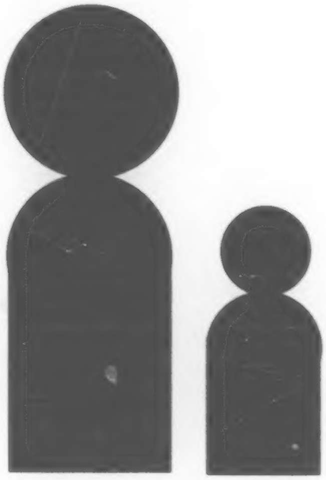
Empathy

"I remember when I was afraid and I just needed someone to say, 'It's all right to be afraid.'"

WHICH ONE MAKES YOU FEEL BETTER? WHY?

Sympathy

"I feel so sorry for you that you have so many problems. If it was me, I just don't know how I'd manage."



Empathy Scenarios

In your small groups, go through each of the following scenarios, with one group member imagining himself/herself as the person in the scenario, and the other group members trying to figure out what that person would feel.

1. You have been standing outside in a long line for three hours waiting to buy four $35 tickets for you and three of your friends to a concert that will be given by your favorite rock group. It's extremely hot outside and you have been without anything to drink or eat for the entire time. Just as you get up to the ticket selling window you reach for your wallet only to find that it isn't there. You're not sure whether you forgot your wallet at home, lost it on the trip to purchase the tickets, or had it stolen. How would you feel and react if this situation really happened to you?

2. You are out with a friend of yours who has a physical disability. Just after the two of you have been seated at a table in a nice restaurant the people seated next to you ask the waitperson to move their seats. In addition, as you are eating your dinner you hear a second group of people start to make fun of your friend and the way he/she speaks. How would you feel and react if this situation really happened to you?

3. You are a person with a physical disability who has just been accepted at the college you always wanted to attend. Upon arriving at the building where your first class is to be held you find that you can't easily get inside because the building has no ramp. After having to ask a fellow student who you do not know to pull you up a flight of stairs and into the building you find that the elevator is broken and you cannot get to your class. Upon arriving 15 minutes after the beginning of class your professor asks you to explain your lateness. After hearing your explanation he suggests you allow yourself more time to get to class so that you can better handle minor inconveniences. How would you feel and react if this situation really happened to you?

4. You are a person with several disabilities who has just been offered your first full time job in which you will be coordinating an educational program for persons with disabilities similar to yours. In order to get the job you had to successfully go through several interviews with board members of the hiring organization. Shortly after starting your job you come upon two board members and overhear them discussing your hiring. Although both individuals agree that you have done an excellent job thus far it is clear that you were not the most qualified applicant for the job and were hired because of your disability. How would you feel and react if this situation really happened to you?

Lesson 12
Everyone's a Winner

Objective

The purpose of this lesson is to: (1) build an awareness that, in order for someone to "win" another person does not have to "lose"; (2) increase appreciation for the advantages of cooperative behavior; and (3) provide students with strategies that can be used to foster cooperation.

Key Learning

At the end of this lesson, students should be able to:

- Explain the differences between cooperative and competitive interactions.
- Understand the nature of conflict and begin to effectively use conflict resolution strategies to settle disagreements.
- Cite strategies to increase cooperation.
- Successfully work with other *Yes I Can* partner pairs to plan and carry out a cooperative social activity.

Materials

- ***Overheads***
  Overhead 1: *Cooperation and Competition*
  Overhead 2: *Win-Win, Win-Lose Outcomes*
  Overhead 3: *10 Steps to Conflict Resolution*
- ***Handouts***
  Handout 1: *Win-Win, Win-Lose Tic-Tac-Toe Sheet*
  Handout 2: *10 Steps to Conflict Resolution*
  Handout 3: *Conflict Resolution Scenarios*
  Handout 4: *Planning a Community Activity*

- ***Other***
  Large bag of assorted small candies

Instructor Preparation

1. Duplicate handouts and prepare overheads. Make six copies per student pair of the *Win-Win/Win-Lose Tic-Tac-Toe Sheet.*
2. Acquire candies.
3. In Activity 10 it may be desirable to substitute the group outing for the regular partner outings.

Lesson Plan

1. **Collect student journals if this lesson has been targeted as a check point.**

- Lesson 12 is a suggested point for collecting the journals students have been keeping. It is recommended that the journals be reviewed by the instructor to identify any topics, concerns, or problems that should be addressed in future classes.

2. **Review and discuss the partner activities for the past week.**

- Gather students into a circle, and ask partners to share some of the experiences they had in their weekly community activities. Encourage them to use their *Partner Activity Logs* to refresh their memories. Possible discussion questions are:

  – What activity did you engage in?

  – How did you like it?

  – Did you discover or learn anything new that the rest of the class might like to know about?

  – What worked well and what would you do differently?

- Make sure that each pair of students is given the opportunity to share. Provide reinforcement for their efforts at carrying out a partner activity regardless of their success.

- After you have completed the discussion, collect the student logs and review them prior to the next session. In reviewing, note any common concerns or problems encountered, and discuss them with the entire class next time.

3. Begin preparation for the next partner activities using new copies of *Planning a Community Activity* (Handout) and *Partner Activity Log* (Handout) duplicated from Lesson 5.

- Distribute new copies of the planning form and activity log to each student.
- Have students get together with their partners and begin planning their next activities. Allow about 15 minutes.

  – As they plan, move among them and make sure their plans are appropriate, provide opportunities for interaction with people in addition to their partner, and are complete.

  – After about 15 minutes, inform them that they will now have to arrange a time to meet with their partner outside of class to finish the plan prior to their activities. Allow a couple of minutes for that to take place.

4. Define cooperative and competitive interactions using *Cooperation and Competition* (Overhead).

- Ask students to give some examples of competitive activities.

  – Encourage students to consider all aspects of life in thinking of examples. As students provide examples, list them for all to see.

- Ask students to give some examples of cooperative activities.

  – Encourage students to consider all aspects of life in thinking of examples. As students provide examples, list them for all to see.

- Ask students to identify the differences between the two types of activities.
- Ask students to identify the advantages and disadvantages of the two types of activities.

– If students do not bring it up, focus on the point that in competitive activities while one side or person wins the other side or person loses. Cooperative activities, on the other hand, make possible situations in which everyone wins.

5. **Carry out the following win-win, win-lose activity:**

- Ask students to form pairs and sit across from each other at a desk. Pass out *Win-Win, Win-Lose Tic-Tac-Toe Scoring Sheets* (Handout), giving each student pair six copies. After getting the attention of students, inform them that you will give instructions for this activity only once.

- Inform students that they will be playing a game, the object of which is to win and that they will be asked to total up their scores and report them following the game. For each point scored a student will win a candy. Remind them a second time that the object of this game is to win.

- Tell students that the rules of the game are simple and that you will demonstrate how to play with one of them. Select a student and sit across from him/her. Place the *Win-Win, Win-Lose Tic-Tac-Toe Scoring Sheet* in the middle of the table.

- Explain to the class that they have all probably played the game tic-tac-toe and that this game is quite similar.

  – Inform students that, "All you need to do is get three X's or three O's in a row either vertically, horizontally, or diagonally and you will score one point."

  – Demonstrate each of the ways that points can be scored.

  – State, "Play the game and score as many points as you can. When one game board has been completed, move on to the next one and keep on going until I tell you to stop. For each point scored, you will earn a piece of candy."

- Instruct students to get into position and inform them that you will tell them when to start and stop. Provide them with a "Ready, set, go."

- Observe the manner in which students approach the task. Do they struggle with each other or cooperate to score as many points as possible? When 60 seconds has elapsed, stop.

- Ask each person to report his/her score. Place in the middle of each table the number of candies that correspond to the combined score of the pair.
- When all groups have reported ask students:

  – Why did some pairs score more points than others?

  – Why did some pairs have approximately equal numbers of points while there was a large difference among other pairs?

  – Was there a strategy you could have used to score more points?
- Ask the group if you ever told them they could not cooperate or work together to score as many points as possible for each person in the pair.

  – Inform them that you created a situation in which it wasn't really clear whether they were to cooperate or compete.
- Ask if any students made assumptions as to how they were to play the game and request that they explain why they made these assumptions.
- After allowing students sufficient time to respond, continue the discussion, covering the following points:

  – In the dominant, white European-based culture of the U.S., people are typically taught that if they want to get ahead in life, they need to be highly competitive with each other.

  – There are other cultures and countries in which children are taught to cooperate with each other. As those children reach adulthood, they typically engage in more collaborative activities than adults raised in competitive societies.

6. Discuss the concepts of win-win and win-lose situations related to problem solving.

- Discuss with students the idea that many people view life on the basis of two categories of people – "winners" and "losers" – and that, while its nice to win, we often create losers in the process. Ask students to provide some examples of win-lose situations from their experience.

- Use *Win-Win, Win-Lose Outcomes* (Overhead) to illustrate all four possible outcomes to problem-solving.
- Explore with students how they feel when they experience these outcomes.

  – Which is preferable?

  – What types of feelings do you think people who are labeled "losers" experience when they hear this label?

- Explain to students that in many situations, both parties involved can potentially be winners or walk away from the situation equally satisfied with the results.
- Ask students why they think win-win outcomes are so rare in our society. If students do not respond, discuss the idea that win-win solutions are relatively rare because:

  – They are rarely attempted.

  – They are different from the way many people view life.

  – People don't believe they are possible.

- Suggest to students that they can facilitate win-win solutions to problems if they:

  – Are committed to approaching problems in this manner.

  – Believe in cooperation and its benefits.

  – Have the necessary tools or strategies to facilitate people problem-solving in this manner.

7. **Introduce the concept of conflict and conflict resolution.**

- Ask students to define the word *conflict*. After providing them with a chance to share their ideas, discuss conflict as a disagreement, argument, or fight.
- Ask students to share examples of conflicts they have personally experienced or of which they have become aware.
- Discuss with students how conflicts are typically settled with family members, with friends, and with persons whom they don't know.

- Ask students to consider whether the means most people (including themselves) use to settle conflict is win-win or win-lose in its orientation.

8. Use the following conflict resolution role play and discussion to provide a concrete example of and practice in dealing with common conflicts:

- Ask for a volunteer to assist you in role-playing the following situation and brief them on their role. Play the role of Susan yourself and ask the volunteer to play the role of Melissa.
- *The Scenario:* Susan is on her high school basketball team and has an important game Saturday evening. Because of this she wants to sleep late on Saturday morning. Her sister Melissa, with whom she shares a room, has to work on Saturday morning. Melissa gets up at 5:30 a.m., turns on the lights and the radio, and begins to get ready for work. Susan promptly gets up, yells to her sister that she is an inconsiderate jerk, and turns off the radio and lights. Melissa comes out of the bathroom calls her sister a lazy slob, turns on the lights, and cranks the radio up even louder. She then proceeds to tell her sister that work is much more important than sports and that it's more important for her to be at work on time than for Susan to get extra sleep.
- Stop the role play and have the class discuss the following questions:

  – What is the conflict about?

  – Who is involved in the conflict?

  – What does each person want?

  – How is each person feeling?
- Ask the class to break up into small groups of three to four individuals and have each group brainstorm solutions to the problem that are win-win in nature for 5-10 minutes.

  – When time has elapsed, bring the class back together and have one person from each group share the solutions their group has developed.

– Discuss the extent to which proposed solutions are win-win versus win-lose.

9. **Explore conflict resolution strategies using *10 Steps of Conflict Resolution* (Handout, Overhead).**

- Distribute and display *10 Steps of Conflict Resolution* (Handout, Overhead), and discuss the steps of the conflict resolution process, giving examples of each.
- Explain that the goal of conflict resolution is to reach consensus. Ask students to define *consensus*. If students do not respond, refer to this definition: *A conflict situation where all persons involved can agree on a solution.* Discuss what this means.
- Break the class up into small groups and inform them that they are going to practice using conflict resolution skills.
- Provide each group with a conflict role play scenario from *Conflict Resolution Scenarios* (Handout). Ask students to use the steps to conflict resolution to which they have been introduced to carry out the following:

  – Describe the conflict being experienced.

  – Identify the steps that the conflicted parties have already taken in an attempt to resolve the situation.

  – Name and discuss the next steps that need to be taken in order to resolve the conflict.

  – Brainstorm, evaluate, and select a possible solution.
- Regroup and discuss what was hardest about resolving particular conflicts.

10. **In this activity, two or three *Yes I Can* partner pairs will be combined and asked to plan and carry out a joint community activity that is agreed to by all students.**

- Divide the class into groups of two or three *Yes I Can* partner pairs. It is especially desirable to create groups in which there is a potential for conflict due to diverse interests and needs.

- Provide each group with copies of the *Planning a Community Activity* (Handout).
- Inform students that their task will be to plan and carry out together, prior to the next class, an experience within the community that is satisfactory to all group members.

  – Included in their planning should be determining the type, date, time, and location of the activity.

  – As part of this activity, ask students to track the conflict resolution strategies they use as well as complete the activity plan they have been given.
- Ask one group member to volunteer to serve as a recorder and to document the steps to conflict resolution the group employs as well as their final decision and activity plan.
- If time allows, have each group present the results of their deliberations to the large group and respond to the following questions:

  – What was the most difficult barrier to overcome in reaching consensus on an activity and developing a plan?

  – Did using conflict resolution steps make the process any easier or harder?

  – How did conflict resolution strategies help groups arrive at decisions?

  – Where the decisions made by groups based on consensus, compromise, or something else?

  – If groups were not successful, what do students think went wrong in the process?

11. Conclude the class by letting students know the topics and/ or activities that will be part of the next class.

- Remind students to get together outside class to complete their activity planning sheets.
- Remind students to complete activity logs for their group outing, and that the outcome of the outing will be discussed next week.

Cooperation and Competition

Cooperation:

Cooperation means working together for a common purpose or to achieve a common goal. When cooperating, everyone benefits, everyone wins.

Competition:

Competition means an individual or group trying to reach a goal in a way that prevents other individuals or groups from reaching the goal. In competition, one individual or group wins while the others lose.

Win-Win, Win-Lose Outcomes

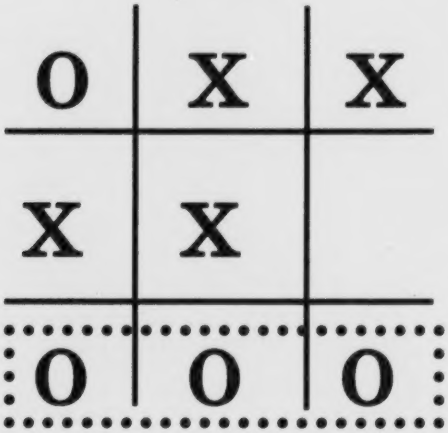
		In a conflict, one side can...	
		Win	**Lose**
And the other side can...	**Win**	**Win–Win**	**Lose–Win**
	Lose	**Win–Lose**	**Lose–Lose**

10 Steps to Conflict Resolution

1. Recognize the conflict.
2. Identify the desired outcomes and main source of disagreement.
3. Agree to attempt to resolve the conflict.
4. Listen to and understand what the other person is saying and how they are feeling.
5. Calmly present your side.
6. Brainstorm to develop alternative win-win solutions.
7. Discuss and evaluate the outcomes of alternative solutions.
8. Choose a solution.
9. Implement the solution.
10. Assess whether each person is satisfied with the results. If all are not satisfied go back to step 2 and try again.

Win-Win, Win-Lose Tic-Tac-Toe Sheet

Sample



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9. Implement the solution.
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Conflict Resolution Scenarios

Scenario #1: You hang around with a group of friends who have recently started drinking a lot. Their main weekend activity now seems to be getting drunk. They expect you to participate, and when you don't they say, "Aw, Come on. What's the matter? We're just having fun. Don't you wanna have fun?" You like these friends, and have known them a long time. But, you dislike being around them when they're drunk, and would rather do other things with them. Since they're spending so much time partying, it seems that if you want to be around them at all you'll have to join them in drinking.

Scenario #2: You share a bedroom with a sibling who is an extremely orderly person. Your sibling is continually putting away your things: clothes, books, CDs, papers, etc. Every time you lay something down for a few minutes, it seems to end up being put away somewhere. This drives you crazy.

Scenario #3: You are dating someone who works, goes to school, and is a member of five different clubs. This person is so busy that he/she only has Tuesday nights and Sunday mornings free. You would like to join a club that meets on Tuesday nights, which means you could see each other only on Sunday mornings. That's not often enough for you.

Scenario #4: You have worked all summer to earn enough money to buy a car. You finally have enough to buy something cheap. You and your friends have been planning a trip for next weekend and you're supposed to drive your new car. But, every time you find a car you like and can afford, your parents (after looking at it) have told you that you can't buy it because it's too old and in need of repairs. They want you to wait until next summer, when you have enough money for a nicer car. They'll let you borrow the family car for short outings (like a few hours) but you can't take it for a whole weekend.

Scenario #5: You're dating someone whom your friends dislike because he/she is of a different racial group than you. Your friends say rude things about the person, and refuse to talk to him/her when you all run into each other. They invite you to parties and other activities where everyone brings a date, but they tell you that this person isn't welcome. You like your friends and have known them a long time, but you find their attitude offensive. You don't want to have to choose between your friends and the person you're dating.

Planning a Community Activity

Each student should complete a copy of this worksheet.

1. **Activity You Are Planning:** ______________________________

2. **Date and Time You'll Do the Activity:** ______________________________

- Determine a date and time that are convenient for both students (for example, Saturday September 3rd, at 4:00 p.m.).

3. **Your Transportation Needs: What type of transportation will you need to get to the activity:** ______________________________

   ____

   How will you meet your transportation needs: ______________________________

   ____

   Departure time and place: ______________________________

   Time and place to be picked up to return home: ______________________________

   How will you and your partner confirm transportation arrangements with each other before the activity: ______________________________

4. **Your Expenses: How much will you need to spend, and is it within your budget?**

   Ticket or admission price: $ ______________________

   Food and snacks: $ ________________

   Transportation: $ ________________

   Total Expenses: $ ________________

5. **Barriers You Will Have to Overcome or Remove: Identify any potential barriers that may interfere with your ability to participate in the activity. Consider the following:**

   External Barriers (physical barriers such as stairs; rules and policies; attitudes and behavior of others): ______________________________

   ____

   ____

   Personal Barriers (knowledge or skills necessary for participation; feelings of fear or anxiety; health conditions): ______________________________

   ____

   ____

   Steps you will take to deal with each barrier: ______________________________

   ____

   ____

   ____

   Other people or resources that can help you overcome or remove the barriers:

   ____

   ____

6. **Your Medical Needs: What medical needs do you have that should be considered in planning the activity:** ______________________________

   ____

   Steps you and your partner will take to make sure your medical needs are known and taken care of: ______________________________

   ____

- The steps should include: bring identification, including your medical alert card if you have one; bring emergency phone numbers, including parents and staff; bring additional money for phone calls in an emergency; upon arrival, determine the location of phones and emergency exits.

____

Emergency procedures you and your partner need to know: ____________________

____

____

7. **Reservations You Have to Make or Tickets You Have to Purchase:**

   ____

   ____

   If you need to make reservations or purchase tickets ahead of time, where will you do that and who will be responsible for it? ____________________

   ____

8. **Your Plans to Confirm the Activity with Your Partner: How will you contact your friend the day before your activity to confirm plans and times (will you phone each other, will you meet at a certain time in school?):** ____________________

   ____

   What is your partner's telephone number: ____________________

   What is your partner's address: ____________________

   ____

   What are the names of your partner's parent(s) or guardian: ____________________

   ____

9. **How will the activity you are planning include opportunities for interaction with people besides your partner? (If it does not include those opportunities, you will need to go back and revise your plan):** ____________________

   ____

   ____

   ____

   ____

   ____

Lesson 13
Being a Team Member

Objective

The purpose of this lesson is to introduce students to the skills needed to work cooperatively with others as part of a team to solve problems, remove barriers to inclusion, and reach goals.

Key Learning

At the end of this lesson, students should be able to:

- Describe the purpose and benefits of working as a team.
- Identify the characteristics of successful and unsuccessful teams.
- Describe the different roles of team members.
- Describe the stages involved in solving problems as a team.
- Successfully work with other *Yes I Can* students to plan and carry out a team problem-solving activity to remove a barrier to social inclusion.

Materials

- ***Overheads***
  Overhead 1: *How Teams Succeed or Fail*
  Overhead 2: *Steps to Problem-Solving*
- ***Handouts***
  Handout 1: *Teams I Belong To*
  Handout 2: *Plan of Action to Remove a Barrier*

Lesson Plan

1. **Review and discuss the partner activities for the past week.**

- Gather students into a circle and ask partners to share some of the experiences they had in their weekly community activities. Encourage them to use their *Partner Activity Logs* to refresh their memories. Possible discussion questions are:

  – What activity did you engage in?

  – How did you like it?

  – Did you discover or learn anything new that the rest of the class might like to know about?

  – What worked well and what would you do differently?

- Make sure that each pair of students is given the opportunity to share. Provide reinforcement for their efforts at carrying out a partner activity regardless of their success.

- After you have completed the discussion, collect the student logs and review them prior to the next session. In reviewing, note any common concerns or problems encountered, and discuss them with the entire class next time.

2. **Begin preparation for the next partner activities using new copies of *Planning a Community Activity* (Handout) and *Partner Activity Log* (Handout) duplicated from Lesson 5.**

- Distribute new copies of the planning form and activity log to each student.

- Have students get together with their partners and begin planning their next activities. Allow about 15 minutes.

  – As they plan, move among them and make sure their plans are appropriate, provide opportunities for interaction with people in addition to their partner, and are complete.

  – After about 15 minutes, inform them that they will now have to arrange a time to meet with their partner outside of class to finish the plan prior to their activities. Allow a couple of minutes for that to take place.

3. Discuss what teams are and how they operate.

- Ask students to define or describe a team.
- After allowing sufficient time for responses, introduce the following definition: *A team is any group of people who work together to get something done.* There are sports teams (e.g., hockey, volleyball), teams that work together at school (e.g., band, drama), and job teams (e.g., committees, task forces).
- Describe the two types of teams: *informal* and *formal*, drawing on the following information:

  – *Informal teams* usually meet for a short time to work on a specific goal, like the teams the class formed in the last lesson to plan a social activity. They do not have designated roles for group members. In addition, once current members leave the group, the informal team usually disbands. Other examples of informal teams include a group of students who study together for a test or a neighborhood that works together to clean up their block on Earth Day.

  – *Formal teams* are like sports teams, where everyone has a specific role to play, and the team usually continues even after some members leave. Other examples of formal teams include the student council and the school newspaper.

- Explain that all teams have some kind of leadership. Discuss different ways leadership is exercised, covering the following:

  – The leader(s) guides the team in developing and carrying out plans.

  – Some of the tasks leaders perform for *formal teams* include providing an agenda for team meetings, making sure the group stays on task, starting and ending meetings, following established procedures for decision-making, etc.

  – On *formal teams* there is commonly one leadership position for each major area of responsibility, and leaders are often selected by a formal process such as an election or interview.

  – On *informal teams* leaders often emerge without a selection process. The leaders are usually the people who initiate actions, speak up, understand what needs to be done, and/or provide direction for others.

- On both kinds of teams there are commonly individuals who are seen as natural leaders, whose personalities, expertise, and behavior make them stand out as someone that others look to for direction.
- On most teams, all members have special talents or abilities that can help the team reach its goals. When these individuals exercise these, they often indirectly serve in a leadership role.
- Ask students to consider both the benefits and drawbacks of working in teams in contrast to working alone. As they respond, write their answers for all to see.
- After allowing sufficient student response time, discuss the benefits of teamwork in contrast with working alone, covering the following points:
  - A wider range of ideas and perspectives can be explored.
  - Bigger goals can be set.
  - More people can share the work of reaching the goals.
  - Members can encourage and support each other.
- Discuss the drawbacks to working in teams in contrast to working alone, covering the following:
  - Team members may not get along well and fail to cooperate.
  - Some members of the team may fail to do their fair share.
  - Other team members may attempt to control everything that takes place within the team.

4. **Have students complete and discuss *Teams I Belong To* (Handout).**

- Pair students, distribute the handout, and give them 5-10 minutes to complete it.
- Bring the class back together as a large group and lead a discussion focusing on similarities and differences in the responses of class members.
- Emphasize the variety of teams in which students participate and the roles they play for those teams.

- List the benefits that students feel they experience by being a part of teams.

5. **Discuss traits of successful and unsuccessful teams.**

- Ask students to describe traits of successful teams on which they've participated. Compare their responses with the characteristics of successful teams listed in *How Teams Succeed or Fail* (Overhead) and discuss why they are important.
- Ask the students to describe unsuccessful teams of which they've been part. Compare students' responses with the traits of unsuccessful teams listed in *How Teams Succeed or Fail* (Overhead), and discuss why these traits are important.

6. **Explore the strategies teams can use to solve problems, something that teams often have to do. Discuss one approach that teams may follow, using *Steps to Problem Solving* (Overhead) and highlighting the following:**

- *Identify the Problem*: The team must ask, "What would we like to see changed or what is our goal?"
- *Generate Alternatives*: It is important to consider all the possible strategies available to solve a specific problem. Team members need to think about all the different ways the team might approach the situation so that the desired changes happen. As a team, members can usually brainstorm more ideas together than one person can think of alone.
- *Discuss and Evaluate Alternatives*: After several alternatives have been generated, the team may consider the advantages and disadvantages of each. Some alternatives, for example, may be effective but costly. Others may solve a problem but create other problems.

  – One simple way to do this so that each alternative can be easily compared with others is to make a listing or chart of the advantages and disadvantages of each alternative.
- *Select the Best Alternative*: Decide which method is the best for solving a particular problem. Determining the best strategy is a difficult task and it is important to make sure there is

consensus among group members on the choice. Two procedures available to teams for this stage are:

– Some groups may vote to rank (weight) the alternatives from the "best" to the "worst" option available for solving the problem; a second vote must be taken to decide the best choice from the top two or three alternatives.

– Other teams may simply vote right away to decide which choice is the best; choosing the alternative with the most votes.

– If a vote is evenly split between those in favor and those opposed, team members may want to discuss as a group individual reasons for selecting one alternative over the others, and then try again to select an alternative.

- *Design an Action Plan*: This involves group members developing specific, concrete ways to solve the problem using the alternative selected.

– A solution is rarely carried out in one big step. Instead, several small steps must be taken.

– Breaking the plan into small steps and describing each step in concrete terms helps most teams develop action plans that can be easily implemented.

– As part of the action planning process it is also important for the team to list the person(s) who will be responsible for completing specific steps and when these will be done.

- *Complete the Action Plan*: In this phase of problem-solving, the group members carry out the plan they designed.
- *Evaluate Results*: Once a plan has been carried out, the team should see if the plan worked to solve the problem. In the first step, the team decided what they would like to see changed. They must now ask themselves, "Did we make the changes we wanted?"

– If the changes the team desired did not occur, new alternative solutions need to be generated and the problem-solving process started again.

– It's important to keep in mind that even the most effective teams are not able to solve all the problems they encounter in the first attempt. In most cases, several alternatives are tried before the team finds one that works well.

7. **Have students problem-solve about a barrier they've encountered during their weekly social outings.**

- Have students break into small teams of two or three *Yes I Can* partner pairs (perhaps the same teams as in Lesson 12).
- Distribute *Plan of Action* (Handout) to each team and have teams select one individual to serve as a recorder who will be responsible for completing the sheet.
- Ask each team to identify some things in their school or community that present barriers during their weekly social activities with their partners.
- Ask each team to select the barrier they view as the most important. After they've identified the barrier, ask them to use the problem-solving process to generate ideas and a plan for removing the barrier.

  – Move about the room as students are in the process of identifying the barrier with which they will work, checking their plan to ensure that teams do not select the same barriers.
- Re-group into large group, and have teams share their plans.

  – Invite all students to suggest modifications in their own or other team's plans that might improve them.
- Optional: Allow teams to carry out the action plans they've developed and attempt to remove the identified barriers. Or, you may want to save the plans for use in Lesson 18 when the group will seek to remove community barriers to inclusion.

8. **Conclude the class by letting students know the topics and/ or activities that will be part of the next class.**

- Remind students to get together outside class to complete their activity planning sheets.
- Remind students to complete their *Partner Activity Logs* (Handout) after their next outing and bring them to class.

How Teams Succeed or Fail

Teams that succeed have these characteristics:

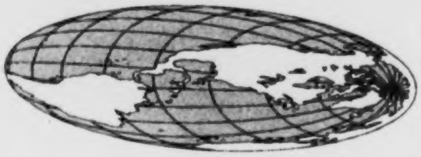
- **Members depend on, trust, and help each other.**
- **Members each do their share.**
- **Members work together. They cooperate – rather than compete – with each other.**
- **Members talk about how the team is doing. They communicate openly and honestly.**

Teams that fail have the following characteristics:

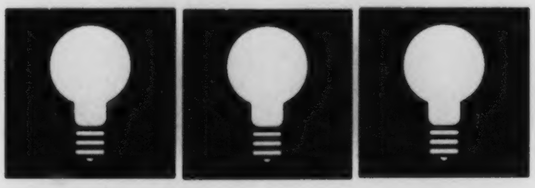
- **Members boss each other around.**
- **Members gossip about each other.**
- **Members are not truthful with each other.**
- **Members ignore problems.**
- **Members make fun of other members, their work or their ideas.**
- **Members don't listen to each other.**
- **Members try to do everything as individuals.**

Steps to Problem-Solving

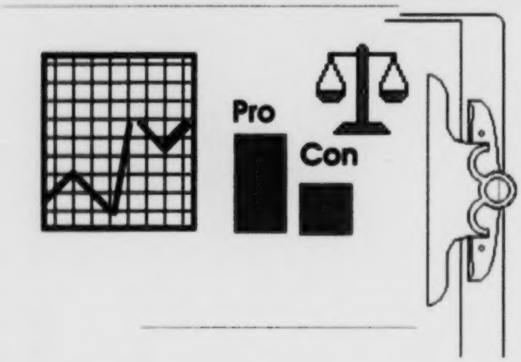
1. Identify the Problem



2. Generate Alternatives



3. Evaluate Alternatives



4. Select the Best Alternative

5. Design an Action Plan

6. Carry Out the Action Plan

7. Evaluate the Results

Teams I Belong To

1. **What are some of the teams you belong to? List formal teams (sports, clubs, work teams) and informal teams (family, group of friends) below.**

2. **Why do you belong to these teams? What benefits do you receive from participating in these teams?**

3. **What are some characteristics of these teams that help them be successful?**

4. **What are some characteristics of these teams that prevent them from being as successful as they could be?**

Plan of Action to Remove a Barrier

1. **Identify the barrier to be removed:**

2. **Develop a plan of action to remove this barrier, listing the steps you will have to take, who you will have to contact in carrying out each step, and the desired completion date:**

Steps	*Who to Contact*	*Completion Date*

Lesson 14
Legal and Human Rights of Persons with Disabilities

Objective

The purpose of this lesson is to increase understanding of the basic legal rights of persons with disabilities within the context of human rights (which apply equally to all persons), and to increase understanding of legal advocacy.

Key Learning

At the end of this lesson, students should be able to:

- Explain the difference between legal and human rights.
- Be familiar with major legal and human rights of people with disabilities and how the rights may be invoked to enhance social inclusion.
- Demonstrate an understanding of the basic provisions of IDEA and the ADA.
- Define and show an understanding of legal advocacy.

Materials

- ***Instructor Readings***
  Reading 1: *The Individuals with Disabilities Education Act*
  Reading 2: *The ADA: What Does it Mean for People with Developmental Disabilities?*
  Reading 3: *The Battle Half Won*
  Reading 4: *The ADA and Employment: Does It Go Far Enough?*
  Reading 5: *Title II: Accessible Programs and Services*
  Reading 6: *Title III: Full Inclusion in Public Accommodations*

- ***Videotape***
  Tony Coelho Speaks on the ADA (20 minutes). (See Appendix for instructions on ordering).

- ***Overheads***
  Overhead 1: *Basic Human Rights*

- ***Handouts***
  Handout 1: *A Bill of Rights for Persons with Disabilities*
  Handout 2: *Law Scenarios*

Instructor Preparation

1. Duplicate handouts and read *Instructor Readings.*

Lesson Plan

1. Review and discuss the partner activities for the past week.

- Gather students into a circle, and ask partners to share some of the experiences they had in their weekly community activities. Encourage them to use their *Partner Activity Logs* to refresh their memories. Possible discussion questions are:

  – What activity did you engage in?

  – How did you like it?

  – Did you discover or learn anything new that the rest of the class might like to know about?

  – What worked well and what would you do differently?

- Make sure that each pair of students is given the opportunity to share. Provide reinforcement for their efforts at carrying out a partner activity regardless of their success.

- After you have completed the discussion, collect the student logs and review them prior to the next session. In reviewing, note any common concerns or problems encountered, and discuss them with the entire class next time.

2. **Begin preparation for the next partner activities using new copies of *Planning a Community Activity* (Handout) and *Partner Activity Log* (Handout) duplicated from Lesson 5.**

- Distribute new copies of the planning form and activity log to each student.

- Have students get together with their partners and begin planning their next activities. Allow about 15 minutes.

  – As they plan, move among them and make sure their plans are appropriate, provide opportunities for interaction with people in addition to the partner, and are complete.

  – After about 15 minutes, inform them that they will now have to arrange a time to meet with their partner outside of class to finish the plan prior to their activities. Allow a couple of minutes for that to take place.

3. **Introduce today's topic – human and legal rights of persons with disabilities – stating that the class will first discuss the concept of *human rights*.**

- Ask students to divide into groups of two to three pairs (four to six students per group) and to designate one individual as a spokesperson. Inform the groups that the purpose of this exercise is for each group to develop a list of basic human rights to which they believe all persons are entitled. Provide groups with 5-10 minutes to complete this task.

- After 5-10 minutes, bring the class back together as a large group and have each group present its list. As each group presents its ideas, write them for all to see.

- To supplement the lists that small groups have provided, display *Basic Human Rights* (Overhead) and further discuss what is meant by the term *human rights*. Make sure to touch on the following items:

  – *The right to freedom of movement* means the right to choose to be in one place or another, and to have the means to move between places. Ask students for examples.

  – *The right to make and participate in decisions* affecting oneself means the right to express one's choices, opinions, preferences, feelings, and needs and to have them respected. Ask students for examples.

– *The right to disagree* means the right to have views that may differ from others. Ask students for examples.

– *The right to refuse* means the right to say "no" to anything that is unwanted, unsafe, or unneeded. Ask students for examples.

– *The right to make mistakes* means the right to try and fail and learn and try again. Ask students for examples.

– *The right to speak out* means the right to express opinions and views and needs and be respectfully listened to. Ask students for examples.

– *The right to take risks* means the right to try new things or things that are not guaranteed to work out. Ask students for examples.

– *The right to challenge authority* means the right to question the decisions, judgment, rules, and policies of those in positions of authority when it seems that they are contrary to one's own best interests or rights. Ask students for examples.

– *The right to be all one can be* means the right to develop one's abilities, talents, and interests to their fullest. Ask students for examples.

– *The right to independence* means the right to do things on one's own without unnecessary or unwanted help from others. Ask students for examples.

- Point out to students the following:

  – There are no prerequisites one has to meet in order to deserve to have one's human rights respected. People are entitled to these basic human rights simply because they are human.

  – There is a close relationship between respect for human rights and the quality of life one leads.

- Discuss with students the extent to which the human rights of all individuals are respected in the United States and other parts of the world. Ask them to provide examples of instances in which a respect for human rights was or is not present. Possible examples include:

– The imprisonment and killing of many Cambodians who did not support the Communist regime in the 1970s when Cambodia was under the control of the Khmer Rouge.

– The imprisonment and killing of Jews, gypsies, homosexuals, and others by the Nazis in Germany in the 1930s and 1940s.

– The massacre of Muslims and Croates in Bosnia in the mid-1990s.

– The internment of Japanese-Americans by the United States during World War II.

– The discrimination in employment (including hiring, promotion, and salary), housing, and education that still occurs in many parts of the United States based on gender, race, sexual orientation, or disability.

– The institutionalization of persons with developmental disabilities that still occurs in the United States.

- Ask students to identify some steps one can take, at least in this country, when governmental bodies don't recognize basic human rights. Write their answers for all to see.

  – Discuss the roles of advocacy, self-advocacy, political activism, and legal action in addressing a denial of rights.

4. **Discuss the basic human rights to which people with disabilities are entitled.**

- Distribute *A Bill of Rights for Persons with Disabilities* (Handout) and discuss it, emphasizing that persons with disabilities are entitled to the same human rights as persons without disabilities. Some suggested discussion questions include:

  – Why do you think many people with disabilities believe that a separate bill of rights for persons with disabilities is needed?

– To what extent do you think that most persons with disabilities are currently able to exercise these rights?

– How did you feel when you read the rights included in this document? Are they rights that all people should have? Do we often take them for granted?

– Has it ever occurred to you that the right to communicate freely will fellow citizens is something that all persons with disabilities do not currently have (e.g., a deaf person without a TTY, an individual with a disability that prevents direct verbal communication who cannot afford augmentative communication technology)?

- Inform students that while *A Bill of Rights for Persons with Disabilities* makes an important philosophical statement, it is NOT a law or part of existing legislation. It only communicates to others the basic human rights to which its authors believe all persons with disabilities are entitled.

5. **Ask students to describe the difference between human rights and legal rights, writing their answers for all to see. Discuss the differences, making sure the following points are covered:**

- Basic *human rights* are a typically unwritten set of personal rights to which most people within a society agree all individuals should be entitled. They are protected only in the sense that if most people in the society agree everyone should have them, it is unlikely that those with power will attempt to take them away.

- *Legal rights* refer to human rights that are protected by law. These laws are the teeth behind human rights and often specify penalties that will be imposed if such rights are not respected.

- Many of the rights that we refer to as basic human rights are not specifically protected by law or have just recently become protected by law. For example:

  – Prior to 1975 schools had the right to reject certain students with disabilities as uneducable and could refuse to teach them.

– Until 1990 many people with physical disabilities were unable to access a wide variety of public buildings and accommodations.

6. Review the relationship between the Civil Rights Movement and Disability Rights Movement.

- Ask students what they know about the Civil Rights Movement of the 1950s and 1960s. If the information students offer is incomplete or inaccurate, provide the following summary:

– The Civil Rights Movement was a national movement for racial equality led primarily by leaders of our country's African-Amercian community in the 1950s and 1960s.

– It focused on creating the social change necessary to ensure that all persons regardless of race or cultural background had the same rights.

– It included events such as (a) the bus boycott in Montgomery, Alabama, protesting segregation on the city buses (blacks had to sit in the back); (b) sit-ins at southern lunch counters protesting the segregation of restaurants; (c) efforts to register black voters in the South and enable them to vote; and (d) the integration of schools in Little Rock, Arkansas, as well as many other places following the 1954 Supreme Court decision (*Brown v. Topeka Board of Education*) that "separate is not equal."

– What took place during the Civil Rights Movement helped to create a climate in which the rights available to all Americans were reexamined, the denial of rights to certain groups were brought to light, and a new level of activism toward ending discrimination and guaranteeing equal rights for all citizens was born.

– The Civil Rights Act of 1964 was a major step in the development of the Constitutional principle of "equal protection under the law."

– The Civil Rights Movement and the legislation it spawned form the foundation for thinking related to the rights of persons with disabilities.

7. **Discuss the legal rights of persons with disabilities.**

- Ask students if they are aware of any of the legal rights of persons with disabilities and/or the laws that protect these rights. If students do not appear aware of these rights provide the following brief history of significant legislation:

– *1971: Pennsylvania ARC vs. Commonwealth of Pennsylvania.* A landmark decision that affirmed the right to education at public expense and due process for children with disabilities.

– *1973: Rehabilitation Act of 1973.* Increased the amount authorized under the Rehabilitation Act of 1921 to over one billion dollars for training and placement of people with mental and physical disabilities into employment. It made explicit Congressional intent that vocational rehabilitation services be made available to people with severe disabilities. Section 504 of the Act prohibited discrimination based on disability. This act has provided the legal basis for many anti-discrimination lawsuits.

– *1975: Education for All Handicapped Children Act (PL 94-142).* Mandated free, appropriate public education in the least restrictive environment for all children regardless of the type or severity of their disability. Individual Education Programs (IEPs) were mandated, with special education and related services designed to meet the individual needs of each child.

– *1983: Education Amendments of 1983.* Established and funded services to facilitate the transition of students with disabilities moving from school to the community and/or work settings.

– *1984: Carl Perkins Technical Education Act.* Mandated development of quality vocational education programs and expansion of existing programs with a 10% "set aside" to support programs for individuals with disabilities.

– *1990: Americans with Disabilities Act.* Prohibited employers from discriminating against employees or job applicants with disabilities. Mandated that employers provide "reasonable accommodations" to enable persons with disabilities to perform jobs as long as the accommodations don't cause "undue hardship" to the business. Public services and accommodations, telecommunciations, and public transportation were also required to be accessible to all persons with disabilities.

– *1990s: The Self-Advocacy Movement.* Persons with disabilities – including individuals with developmental disabilities – have organized a national movement to advocate for their rights. There are over 600 self-advocacy groups across the country and a national organization, Self Advocates Becoming Empowered, that are challenging laws, policies, practices, and attitudes related to persons with disabilities.

- Describe any key court cases or legislation in your state that is specifically related to the rights of persons with disabilities.
- Inform students that two of the most important laws that protect the rights of persons with disabilities are the Individuals with Disabilities Education Act and the Americans with Disabilities Act, which will be talked about next.

8. **Discuss the rights of persons with disabilities under the Individuals with Disabilities Education Act (IDEA), drawing on the information in *The Individuals with Disabilities Education Act* (Instructor Reading).**

- Ask students what they know about the Individuals with Disabilities Education Act (IDEA). If students do not have a thorough understanding of the act, discuss its intent and implications in greater detail.
- Inform students that while IDEA has many components, among the most important of these are its mandates that:

  – All students from birth to 21 years of age receive a free and appropriate public education regardless of the type or severity of their disabilities.

  – Students are entitled to receive the education support services that they need, including physical therapy, speech and language services, and reading services.

  – If there have been recent court cases in your area concerning this provision of IDEA, describe them to students and discuss their outcomes.

- Discuss the written plan, called an IEP (Individual Education Plan) that is required when someone qualifies for special education services, noting that:

- The IEP is designed to be written jointly by the school, the parents, and the student with a disability.

- Schools are now required, as much as possible, to promote the involvement of older students in planning their own educational programs.

- Some schools now include students without disabilities in the IEP process, students who are friends or classmates of the student making the IEP. These peers can help address the social inclusion goals in the IEP.

- Ask students why it is considered important for students with disabilities to take part in developing their IEPs.

  - Ask if any students would like to share their experiences in developing their IEPs.

- Students with disabilities must receive their education to the greatest extent possible in the *least restrictive environment*. Discuss what is meant by the term *least restrictive environment*, noting the following characteristics:

  - Students with disabilities are educated with students without disabilities.

  - Students with disabilities attend classes in their neighborhood schools.

- Ask students why they think the right of students with disabilities to be educated with their peers without disabilities is important. What are its potential benefits and challenges?

9. **Discuss the general rights of persons with disabilities under the Americans with Disabilities Act (ADA), drawing on the information in the *Instructor Readings*.**

- Ask students what they know about the Americans with Disabilities Act (ADA).

- If student responses are incomplete, inform students that the ADA is aimed at enhancing the community inclusion of persons with disabilities in four basic areas: employment, public accommodations and services, transportation, and telecommunications.

- Discuss who is covered under the ADA:

  – All persons with physical, cognitive, or mental impairments that substantially limit the person in some major life activity

  – Persons who have a history of such disabilities but do not currently have them (e.g., a person who had cancer but is currently in remission or cured).

  – Persons who are regarded as having disabilities even if they do not (e.g., a person with a facial disfigurement).

  – Persons who have diseases or conditions that limit major life activities such as working, walking, talking, breathing, etc. (e.g., AIDS, cancer, asthma, etc.).

10. View and discuss *Tony Coelho Speaks on the ADA* (Videotape).

- Prior to viewing the videotape, explain to students that Tony Coelho, the speaker in the videotape, is the Director of the President's Council on the Employment of Persons with Disabilities, a former congressional representative from California, and a person who played a key role in the writing and passage of the ADA.

- After viewing the videotape, ask students why they think Coelho feels so strongly about the ADA.

- Discuss the fact that the discrimination Coelho describes occurred a number of years ago during the 1960s and 1970s. Ask students if, given the changes that have taken place since then, a law such as the ADA is necessary to protect the rights of persons with disabilities.

- If students question whether legislation such as the ADA is needed, remind them that many people with disabilities are still not included in their communities.

  – Ask students to give examples of persons they know of with disabilities – physical disabilities, disabilities related to diseases such as AIDS, cognitive disabilities – who are not accepted in their communities or neighborhoods or schools.

11. **Discuss the specific employment rights of persons with disabilities under the ADA, drawing on the information in the *Instructor Readings*.**

- Point out that an employer may not refuse to hire or promote a person with a disability because of the disability when that person is qualified and is able to perform the essential functions of the job.

- Note that employers must make *reasonable accommodations* for persons with disabilities unless the accommodations cause undue hardships (i.e., create significant difficulties or cost a lot) for the business.

- Ask students to provide examples of reasonable job accommodations. Use the following examples if necessary: providing large print training materials or a computer, job restructuring, permitting part-time work or flexible scheduling.

12. **Discuss the specific rights of persons with disabilities related to public accommodations and services under the ADA, drawing on the information in the *Instructor Readings*.**

- Point out that private businesses and public accommodations (e.g., restaurants, hotels, banks, libraries, schools, recreation centers, etc.) cannot discriminate against persons with disabilities. Note the following:

  – Public accommodations and private businesses are prohibited from refusing to serve persons with disabilities.

  – New buildings must be constructed in a way that makes them physically accessible.

  – When renovations are being made to old buildings, the renovated areas must be made accessible.

  – Auxiliary aids and supports (e.g., large print materials, braille, tape recordings, etc.) must be provided to allow persons with disabilities to use services as long as they don't result in undue hardship.

- Ask students how this section of the ADA might support the enhanced social inclusion of persons with disabilities.

13. Discuss the specific rights of persons with disabilities related to public transportation under the ADA, drawing on the information in the *Instructor Readings*.

- Point out that the ADA requires that all new vehicles purchased by public (e.g., city or town) and private (e.g., Greyhound) transit companies be accessible to persons with disabilities.
- Note that paratransit services are required to be available unless they would cause hardship to the transportation provider.
- Note that rail and subway stations must be accessible to persons with disabilities as well as at least one car per train.
- Ask students how these ADA requirements could facilitate the social inclusion of persons with disabilities.

14. Discuss the specific rights of persons with disabilities under the Telecommunications section of the ADA, drawing on the information in the *Instructor Readings*.

- Point out that the ADA requires telecommunication companies to provide within state and out-of-state relay services 24 hours a day, seven days a week for telephone calls made by persons who use TTY.

  – Ask students if they know what a TTY machine is. If students are unsure, explain that a TTY machine sends and receives signals over the telephone lines, and translates them into written words on paper or a screen.

  – TTYs work fine if both people communicating are using them. If one person is not, an intermediary who is using a TTY is necessary for people to be able to communicate over the telephone.

- Ask students how inaccessible telecommunications affect social inclusion for persons with disabilities.

15. Discuss what happens if people with disabilities are discriminated against despite the ADA, drawing on the information in the *Instructor Readings*.

- Note that organizations that discriminate against people with disabilities in areas that are covered by the ADA can be fined and/or taken to court by persons against whom they discriminate.

  – Some people, however, think that much of the language of the ADA is so unclear that it will be difficult for persons with disabilities to prove their cases.

  – The best way for the ADA to work is for community organizations and businesses to be aware of this important law and to voluntarily take steps to remedy problems.

- Discuss with students why a business might want to voluntarily comply with the ADA even if it costs them money. If students seem unsure discuss the following issues:

  – Compliance should be undertaken on the basis of one's values. It's the right thing to do if we want to respect the rights of people with disabilities.

  – It's good business to comply. People with disabilities are potential customers.

  – People with disabilities have a lot to offer the community and could significantly contribute to a company or organization if given the opportunity.

16. Discuss legal advocacy and what needs to happen for a law to make a difference, drawing on the information in the *Instructor Readings*.

- Explain to students that laws and legislation are words on a piece of paper. They don't guarantee that the rights of anyone with or without a disability will be respected.

- Ask students what one needs to do to ensure that laws such as the ADA that are passed really do make a difference in the quality of life we lead. Write their answers for all to see.

  – Inform students that if one observes instances of discrimination, they need to be reported to the department of human rights in one's state.

– Point out that individuals need to be assertive and contact legal advocates when necessary.

– Note that it is possible that the only way to remedy a situation in which ongoing discrimination exists will be to make use of the court system.

- Explain to students that each state has both a department of human rights and a protection and advocacy agency designed to assist individuals with disabilities when their rights have been violated.

  – These agencies, which are found in larger communities and in the capitol city of each state, are listed in the government pages of most local telephone directories. Their addresses and phone numbers may also be available through local community advocacy agencies.

- Ask students to divide into groups of two to three student pairs (four to six students per group) and to designate one individual as a spokesperson. Give each group a copy of *Legal Advocacy Scenarios* (Handout).

  – Inform students that the purpose of this exercise is for each group to carefully read the scenarios and indicate which disability-related law, if any, applies to each situation.

  – Once this has been determined they are to brainstorm strategies that might realistically be used to remedy the situation.

- Provide small groups with approximately 15-20 minutes to work on the scenarios.
- After small groups have completed the task, bring the class back together as a large group and have each group present its ideas. As each group presents its list of strategies and laws, write them for all to see.
- After all groups have presented the strategies they would use, point out the similarities and differences with which they approached each situation.
- Remind students that the goal of advocacy is not only to remedy the situation in the present (e.g., through a lawsuit) but to try to ensure that it does not occur in the future.

through educating the general public about persons with disabilities and their rights.

17. **Optional: If possible, arrange for a representative from the Protection and Advocacy Agency for your state to speak to the class about additional issues related to legal advocacy.**

18. **Conclude the class by letting students know the topics and/ or activities that will be part of the next class.**

- Remind students to get together outside class to complete their activity planning sheets.
- Remind students to complete their *Partner Activity Logs* (Handout) after their next outing and bring them to class.

The Individuals with Disabilities Education Act (IDEA)

The Individuals with Disabilities Education Act, (IDEA; P.L.94-142), contains a mandatory provision that states:

> In order to receive funds under the Act, every school system in the nation must make provisions for a free, appropriate public education for every child between the ages of birth and 21 (unless state law does not provide free public education to children birth to 5 and/or 18 to 21 years of age) regardless of how, or how seriously, he or she may be disabled.

Responsibility for implementing the provisions of IDEA is shared by local, state, and federal governments. While IDEA spells out what must be provided in the way of special education and related services, another law passed by the 93rd Congress (Section 504 of PL 93-112, the Rehabilitation Act of 1973) prohibits discrimination against persons with disabilities. Section 504 and IDEA both require that every child with a disability be provided a free and appropriate education.

IDEA contains four major provisions that outline the extent and nature of the right to education of children and youth with disabilities. These stipulate that:

1) a free appropriate education be available to every child with disabilities regardless of his or her severity of disabilities or apparent ability to benefit;

2) a formal, public plan be developed that specifies the student's current educational and developmental performance, goals, and objectives for enhancing that performance, as well as the specific programs and services to be implemented in support of those goals and objectives and the procedures for evaluating their attainment and/or need for modification;

3) due-process procedures be available to parents, surrogate parents, or schools to ensure proper notification about and review of assessment procedures and program provisions; and

4) the education provided to children with disabilities be provided in the least restrictive setting feasible.

This last provision, placement in the least restrictive environment, is defined in IDEA to mean:

(1) that to the maximum extent appropriate, children with disabilities, including

children in public and private institutions or other care facilities, are educated with children who are not disabled, and

(2) that special classes, separate schooling, or other removal of children with disabilities from the regular education environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily (Sec. 121 a.550[b]).

Major Provisions of IDEA

Each state and locality must have a plan to ensure:

Child identification	Extensive efforts must be made to screen and identify all children with disabilities. Families or schools can initiate this evaluation process.
Full service, at no cost	Every child must be assured an appropriate public education at no cost to the parents or guardians.
Due process	The child's and parents' rights to information and informed consent must be assured before the child is evaluated, labeled, or placed, and they have a right to an impartial due-process hearing if they disagree with the school's decisions.
Parent/parent surrogate consultation	The child's parents or guardian must be consulted about the child's evaluation and placement and the educational plan; if the parents or guardian are unknown or unavailable, a surrogate parent to act for the child must be found.
LRE	The child must be educated in the least restrictive environment (LRE) that is consistent with his or her educational needs and, insofar as is possible, with nondisabled children.
IEP	A written individualized education program (IEP) must be prepared for each child. The plan must state present levels of functioning, long- and short-term goals, services to be provided, and plans for initiating and evaluating the services.
Nondiscriminatory evaluation	The child must be evaluated in all areas of suspected disability and in a way that is not biased by the child's language or cultural characteristics or handicaps. Evaluation must be by a multidisciplinary team, and no single evaluation procedure may be used as the sole criterion for placement or planning.

Confidentiality	The results of evaluation and placement must be kept confidential, though the child's parents or guardian may have access to the records.
Personal development, inservice	Training must be provided for teachers and other professional personnel, including in-service training for regular teachers in meeting the needs of the child with a disability.

There are detailed federal rules and regulations regarding the implementation of each of these major provisions. The definitions of some of these provisions – LRE and non-discriminatory evaluation, for example – are still being clarified by federal officials and court decisions.

The ADA: What Does it Mean for People with Developmental Disabilities?

by Deborah L. McFadden and Edward P. Burke

"With today's signing of the landmark Americans with Disabilities Act, every man, woman, and child with a disability can now pass through once-closed doors into a bright new era of equality, independence and freedom." - President George Bush

As we stood on the south lawn of the White House and heard the President speak these words over two years ago, we felt that a new era of opportunity and hope had dawned for people with developmental disabilities all across America. The struggle to pass the Americans with Disabilities Act (ADA) had been a long one. Strong coalitions of disabilities rights groups had been forged after decades of individual self-interest. Wary business leaders and lobbyists had been educated and negotiated with, something we in the disability rights movement were not accustomed to doing. Members of the Congress had been convinced that the passage of the ADA would be good for all Americans, not only the minority of Americans with disabilities. The challenges had been great. And, standing amidst thousands of fellow advocates as the President signed the ADA, the taste of victory was sweet: people with disabilities would now have full access to the American Dream.

Almost immediately after this historic signature ceremony at the White House, we began to hear that some disability advocates (particularly leaders in the field of mental retardation) were wondering aloud if the ADA "really" applied to their constituencies. We were somewhat surprised at this reaction from individuals whose associations had been so active in framing the Act and securing its passage. We sought to assure them that all Americans with disabilities were fully covered under the Act, including people with mental retardation and other severe disabilities. Indeed, in comparing the definition of "developmental disability" in this Act with the definition of "disability" in the ADA, we find it inconceivable that anyone who qualified as "developmentally disabled" under the DD Act (wherein it is required that a person have "substantial functional limitations in three or more . . . areas of major life activity") would be considered "ineligible" for coverage under the ADA (wherein it is required that a person has an "impairment that substantially limits one or more of the major life activities"). We must all understand from the outset that *people who have developmental disabilities are, in fact, covered under the Americans with Disabilities Act and have all the rights and protections guaranteed under the Act*. We must also understand that the

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challenge of making the ADA have a significant impact on the lives of persons with developmental disabilities does mean many more years of hard work, public education, and forceful advocacy for us all.

For example, the ADA promises that, at present, employers with more than 25 employees cannot discriminate against qualified people with developmental disabilities in employment. This covers areas such as recruitment, hiring, job assignments, pay, layoff provisions, firing, training, promotions, benefits, and leave policy. But, to assure full benefit of this promise much must be done in expanding public attitudes about the meaning of "qualified" and in teaching and supporting people to reach their fullest ability to demonstrate their qualifications.

The ADA also promises that people with developmental disabilities will have access to nearly every conceivable public facility such as restaurants, banks, hotels, shopping centers, and offices. However, many individuals need support and opportunities to take advantage of this provision. Approaches to service delivery that institutionalize and isolate persons with developmental disabilities reflect denial by disabilities specialists of access to the very opportunities society as a whole is ready to provide.

The ADA promises that people with developmental disabilities will have significantly increased access to transportation services. But, such promises can be meaningful only if the developmental disabilities service system is willing to accept the benefits of public access over the convenience of specialized vans and buses.

Finally, the ADA promises that people with developmental disabilities that involve hearing losses or speech and language impairments will have access to mainstream telecommunications networks. But, in order for persons with developmental disabilities to benefit from such access, service providers must commit to the fullest possible development of communication abilities.

What will all of this - the letter and spirit of the ADA – mean for people with developmental disabilities? First, we can foresee a day in the not-too-distant future when it will be virtually unthinkable for children with developmental disabilities to be educated anywhere but in typical neighborhood schools. Even "special transportation" will fade into obscurity as young people with disabilities travel to and attend school with their siblings and typical age peers.

Secondly, we see a day in which the process of moving from school to work or further education will become a natural and much smoother transition. Students with disabilities will do what their typical peers hope to do: go on for further education or get a job. "Waiting lists" for such opportunities will be unthinkable.

Third, we see a future where people with disabilities live in typical housing, not in institutions or "group homes", but in apartments and typical houses – some as renters and some as owners.

Lastly, we see a future where people with developmental disabilities will be much more involved in the social and financial lives of their communities. They will be viewed as "givers" as well as "receivers", as contributors of their time and talents to their communities. They will help to make their communities better places for everyone to live, places where it is "OK" to be different.

For all of this to happen, people with developmental disabilities and their advocates must see themselves as active players in defining what the ADA will eventually mean to our society. It is critical that people with developmental disabilities, their advocates, and professionals establish and demonstrate new and creative meanings for terms such as "qualified," "reasonable accommodation," and "readily achievable." While some have criticized the ADA as "vague" in its definitions of terms such as these, we see this as an opportunity for people with developmental disabilities and their advocates to test the limits of creativity in developing new avenues of opportunity for the full participation of people with developmental disabilities in society.

Being creative does not necessarily mean being expensive for businesses and communities. Many of the "technologies" that can help people with severe disabilities function and flourish in the workplace have already been "invented": job coaches, personal care attendants, augmentative communication aids, and the like. Many of these supports are or can be funded by governmentally-financed programs. While we hope that in the future more employers will provide assistance to people with developmental disabilities directly (indeed, some already are), it is the case that many of the costs associated with "reasonable accommodation" are already paid for, or could be paid for, under other programs. The challenge to advocates is to both identify and further develop these technologies and supports and to ensure that they are available to people with developmental disabilities, their (potential) employers, and communities. The result will be that when discussions arise regarding who is "qualified" or what constitutes "reasonable accommodation," people with developmental disabilities, their families, and other advocates can make it easy for others to say, "Yes."

Staff members of the Administration on Developmental Disabilities (ADD) are continually seeking ways to increase the independence, productivity, and community inclusion of people with developmental disabilities. They see in the ADA an opportunity to create vastly improved futures for the people they serve. ADD has invested resources in making the promise of the ADA a reality for people with developmental disabilities across America through innovative projects funded by the Developmental Disabilities Councils in every state, through the pioneering work of the University Affiliated Programs in discovering better forms of accommodation, and through the efforts of the Protection and Advocacy Systems to promote and safeguard the rights of persons with developmental disabilities.

It is our belief that this vital work must continue. We trust that those who have fought for so long to see people with developmental disabilities treated with respect in the light of equality will persevere along with us. Together, we will continue to discover creative ways to ensure that every man, woman, and child with a developmental disability in American will be able, in the President's words, "to pass through once-closed doors into a bright new era of equality, independence and freedom."

Deborah L. McFadden is former Commissioner of the Administration on Developmental Disabilities. Her address is 9810 Farmington Ct., Ellicott City, MD 21042. Edward P. Burke is Special Assistant to the Chairperson, National Council on Disability, 800 Independence Ave. SW, Ste. 814, Washington, DC 20591.

The Battle Half Won

by Rick Berkobien

Passage of the Americans with Disabilities Act (ADA) was a triumph for *all* individuals with disabilities. But for many (if not all) people with mental retardation and other *cognitive* disabilities, passage of the law has, to date, only been a partial victory. A cognitive disability can affect a person's memory, language, judgement, learning, and related areas. Cognitive disabilities include mental retardation, traumatic brain injury, Alzheimer's disease, specific learning disabilities, mental illness, and similar limiting conditions. While the ADA is clearly intended to protect the rights of millions of people with cognitive disabilities, as well as individuals with physical disabilities, most efforts to gain implementation of the ADA are being presented and understood with reference to physical disabilities.

Educating our nation to comply with the ADA is a challenge that affects all people with disabilities, but gaining recognition and accommodations for individuals with cognitive disabilities involves additional challenges. The Arc (formerly Association for Retarded Citizens of the United States) and other advocates are becoming aware that our nation has a limited view of accessibility. Many businesses consider accessibility to be ramps or widened doorways. To many employers, accommodations are communication aids for the worker who is deaf or alternate format materials for the employee who is blind. But as important as these accommodations are, they fall short when it comes to accommodating the individual whose disability primarily affects reading ability, language, judgement or memory.

If the protections of the ADA are to be realized for all people with disabilities, it is imperative that organizations and advocates work together to promote recognition that the law covers *all* individuals with disabilities, including those with cognitive disabilities. Below are several areas in which organizations and advocates can educate others to promote inclusion of people with cognitive disabilities under the law:

- **Advocate for resources to educate about cognitive disability**. Advocates should work together to make federal, state, and local agencies aware that employers, businesses, and other entities must address accessibility issues and accommodations specific to individuals with cognitive disabilities. Government agencies should earmark funds for increased information dissemination and technical assistance on the ADA, with specific emphasis on increasing awareness of compliance in the area of cognitive disability.

- **Provide information and assistance**. As many businesses and employers seek help to comply with the ADA, advocates can educate the community about cognitive

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disability and appropriate accommodations. Advocates should reach out to local Chambers of Commerce, trade groups, service organizations, and others.

- **Promote non-traditional employment.** People with cognitive disabilities have traditionally been under-employed and relegated to low-paying, less-regarded jobs. As employers comply with Title I and provide employment opportunities to people with disabilities, a glass ceiling may prevent people with cognitive disabilities from advancing to better paying, more challenging jobs. Advocates can make employers aware that all individuals with disabilities, including those with cognitive disabilities, have skills and abilities that make them eligible for various levels of employment. Employers must look at the abilities of each individual.
- **Educate primary consumers.** The ADA is a complex and potentially difficult law that many people with cognitive disabilities may have difficulty understanding. Organizations should provide education and support to individuals with cognitive disabilities so that they can actively advocate for themselves and advance recognition of their own rights under the law.
- **Expand accommodations for individuals with cognitive disabilities.** The service delivery system for people with cognitive disabilities has traditionally been a model emphasizing training to prepare individuals for community living and employment. In essence, people with cognitive disabilities are often expected to accommodate themselves to the community instead of the community providing accommodations to meet this specific disability. While wheelchair ramps, accessible restrooms, and Braille signs meet many of the needs of individuals with various disabilities, there continues to be a lack of functional accommodations to address impairments in learning, language, memory, judgement and other domains specific to individuals with cognitive disabilities. Organizations and advocates must press for the development and use of accommodations that enable businesses and employers to provide equal access to persons with cognitive disabilities.

The above recommendations are only an abbreviated list of actions to make the protections of the ADA a reality for *all* people with disabilities. Advocacy groups, consumers, researchers, and government agencies must now act and expand upon these recommendations to ensure that the ADA is fully implemented for people with cognitive disabilities.

Rick Berkobien is Assistant Director of the Department of Research and Program Services, The Arc, National Headquarters, P.O. Box 1047, Arlington, TX 76004.

The ADA and Employment: Does It Go Far Enough?

by Robin A. Jones

Employment is an essential component of American life. Webster's dictionary defines it as the act of performing a job for a salary or wages. Society measures the success of individuals by the type of employment they are engaged in. The majority of people want to have jobs that they enjoy and which will bring them the benefits of a self-sufficient lifestyle. People with disabilities want these same things, but have not historically had the same opportunities to attain them. Access to the workplace has been difficult to achieve due to a fear of hiring people with disabilities that stems from myths and stereotypes regarding individual abilities. Does the Americans with Disabilities Act (ADA) go far enough in addressing this situation? Will people with disabilities finally achieve the ultimate goal of full employment? The jury is still out.

With the enactment of the ADA, Congress mandated a prohibition against discrimination in employment on the basis of disability. The discrimination prohibition encompasses all aspects of employment including the application and recruitment process, hiring and firing, promotions, and participation in the benefits and privileges of the job. Private employers, state and local governments, employment agencies, labor unions, and joint labor-management communities are covered by this statute. Covered employers are those who have 25 or more employees (1992) or 15 or more employees (1994), including part-time employees, working for them for 20 or more calendar weeks in the current or preceding calendar year. The definition of "employer" includes persons who are "agents" of the employer, such as managers, supervisors, and forepersons, or others who act for the employer, such as agencies that conduct background checks on candidates.

Protection under the employment provisions of the ADA is available to "qualified persons with a disability" who meet the skill, experience, education, and other job-related requirements of a position, and who, with or without reasonable accommodation, can perform the essential functions of a job. "Individual with a disability" is defined as someone who: 1) has a physical or mental impairment that substantially limits one or more of his/her major life activities; 2) has a record of such an impairment; or 3) is regarded as having such an impairment. A physical impairment is defined by the ADA as any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more body systems. The ADA defines a mental impairment as any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, or specific learning disabilities. A person's impair-

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ment is determined without regard to any medication or assistive device that he/she may use. Major life activities are considered to be those that an average person can perform with little or no difficulty. Examples include but are not limited to walking, speaking, breathing, seeing, hearing, caring for oneself, and working.

The ADA provides protection against discrimination to individuals who have a history of disability. Employers are prohibited from discriminating against a person based on information from an individual's past as it relates to any history of an impairment or treatment for an impairment. In many situations individuals may have had illnesses which are either cured or in remission. This may include individuals who have a history of cancer, heart disease, drug and alcohol abuse, or mental illness. This portion of the law also provides protection to individuals who may have been misclassified (e.g., a person with a communication impairment misclassified as having a cognitive impairment) when that misclassification may affect employment.

Discrimination based on the perception of a disability is prohibited by the ADA. The legislative history indicates that Congress intended this part of the definition to protect people from a range of discriminatory actions based on "myths, fears and stereotypes" about disability, which occur even when a person does not have a substantially limiting impairment. This part of the definition protects against three potential situations that may occur in the workplace: 1) The individual may have an impairment that is not substantially limiting, but is treated by the employer as having a limiting impairment; 2) The individual has an impairment that is substantially limiting because of attitudes of others toward the condition; and 3) The individual may have no impairment at all, but is regarded by an employer as having a substantially limiting impairment based on stereotypes, fear, or misconceptions.

In order to determine whether or not an individual with a disability is qualified to do a job the employer must first identify the essential functions of a job. Essential functions are those that relate to why the position exists. For example, a business seeks to hire a receptionist because they need someone to answer the phone and greet customers. Essential functions may also be determined by examining the number of other employees who are available to perform the function or among whom the function can be distributed. For example, it may be essential for each of the support staff to be able to operate the switchboard in order to cover the other staff during lunch or breaks because there are only two support staff available in the office at any given time. Highly specialized functions will require employees who have a special expertise or ability to perform the function. For example, a business is expanding it's accounting department and needs an employee who has credentials as a CPA.

Job descriptions often contain information regarding the functions assigned to the job. While the ADA does not require that employers utilize job descriptions, it does encourage those that do use them to review their job descriptions to assure that they reflect the actual functions of a job, and focus on the purpose of the function and the result to be accomplished rather than on the manner in which the function should be performed. For example, in a job requiring the use of a computer, the essential function may be the ability to access, input, and retrieve information from the computer; it may not be essential that a person enter information manually, or visually read the computer screen.

Key to the provisions prohibiting discrimination in employment is the need for employers to consider individuals to be qualified for a job if they are able to perform with or without a *reasonable accommodation*. Accommodation must be provided to ensure equal opportunity in the application process, to enable a qualified individual with a disability to perform the essential functions of a job, and to enable an employee with a disability to enjoy equal benefits and privileges of employment. There are five basic principles that apply to reasonable accommodations:

- A reasonable accommodation must be an effective accommodation and provide a person with a disability the opportunity to function at the same level of performance or to enjoy benefits or privileges equal to other employees.
- The reasonable accommodation obligation applies only to accommodations that reduce barriers to employment, not to those based solely on employee preferences.
- A reasonable accommodation need not be the best accommodation available, as long as it is effective for the purpose of providing equal opportunity or benefit.
- An employer is not required to provide an accommodation that is primarily for personal use. Equipment and devices that assist a person in performing activities of daily living on or off the job are considered personal items that an employer is not required to provide.
- The ADA's requirements for certain types of adjustment and modifications to meet the reasonable accommodation obligation do not prevent an employer from participating in supported employment programs that require modifications beyond those required under the ADA, such as the restructuring of essential job functions.

Employers are responsible under the ADA for providing a reasonable accommodation unless it imposes an undue hardship on the operation of its business. Undue hardship is defined as an action that is excessively costly, extensive, substantial, or disruptive, or that would fundamentally alter the nature or operation of the business.

The ADA does allow an additional consideration in screening, hiring, and retaining employees: A person may be excluded from a job if they can be shown to pose a *direct threat* in the workplace. The direct threat standard used by employers to eliminate any danger to the health or safety of the individual or others has been highly criticized by the disability community. The ADA requires that this standard be applied to all applicants for a particular job; the employer must show that there is a significant risk of substantial harm and that the specific risk be identified. In addition, it requires that the risk not be speculative or remote, and that it be based on objective medical or other evidence. In situations where there is a genuine significant risk an employer must consider whether or not the risk can be eliminated or reduced below the level of direct threat through a reasonable accommodation. Concern within the disability community is that employers will execute this standard consistently when dealing with individuals who have infectious diseases, mental illness, or seizure disorders regardless of the fact that the ADA requires employers to base their claims on current medical knowledge and other evidence rather than relying on generalized and frequently out-of-date assumptions about risks associated with certain disabilities.

The ADA touches upon all aspects of employment, yet many do not feel that the employment provisions of the law will result in substantial differences for individuals with certain disabilities. The authors of the law have been criticized for not including supported employment as a required form of reasonable accommodation. In addition, the agencies that are responsible for the enforcement of the ADA and the development of information regarding the ADA have failed to produce adequate technical assistance materials that can assist employers in understanding the needs of individuals with cognitive disabilities and their roles in the workplace. Much of the information that has been published regarding the ADA has focused upon physical disabilities. In addition, there has been a lack of response from the federal government to requests for information that can be read and understood by individuals with cognitive disabilities regarding their rights and responsibilities under the law.

The ADA provides a significant opportunity for individuals with disabilities to achieve the American dream of having a job and self-sufficient lifestyle. The realization of that dream is dependent upon the interplay between the agencies who enforce the ADA, individuals with disabilities, their families and friends, advocates, and the business community. Education is key to the success of the ADA. Congress can pass laws, but it cannot by itself change society. Society must acquire a new image of and attitude toward people with disabilities in the workplace and in the community. The ADA is a powerful tool that people with disabilities and their advocates must learn to use effectively on the path toward greater independence, productivity, and inclusion. The potential is there.

Robin A. Jones is Coordinator with the Great Lakes Disability and Business Technical Assistance Center, University Affiliated Program in Developmental Disabilities, University of Illinois, 1640 W. Roosevelt Rd., Chicago, IL 60608.

Title II: Accessible Programs and Services

by Deborah Leuchovius

Title II of the Americans with Disabilities Act holds great promise for expanding opportunities for individuals with disabilities. Title II focuses specifically on the activities, services, and programs offered by state and local governments, but its impact is not narrow, for these state and local governments provide a broad range of services to our society. There are numerous examples of the kinds of services and activities that are affected by Title II. For instance, community education and extended-day child care programs operated by school districts for school-age children; recreation programs offered by park boards; city or state owned zoos; tours, exhibits and programs of municipal museums or state funded historical sites: television and videotape programming produced by public agencies: services provided by municipal hospitals; and 911 telephone emergency services, to name only a few.

To understand how Title II of the ADA can be used to foster more opportunities for individuals with developmental disabilities, it is helpful to know its relationship to the existing protections of Section 504 of the Rehabilitation Act of 1973, and to become familiar with several key components of Title II. Of special importance is the mandate to provide "program access," the mandate to make public services available in an integrated setting, and to provide "auxiliary aids and services" as needed by people with communication disabilities.

To those familiar with the protections contained in Section 504 of the Rehabilitation Act of 1973, much of Title II may sound familiar. However, there are also some important differences. In several ways the protections provided by Title II are stronger. One major difference between the two laws is that Section 504 only applies only to federal agencies and to those entities that receive federal money. Title II extends Section 504's key requirement for "program access" to the activities, services and programs of state and local governments regardless of whether they receive federal funds. This is significant because not all state and local government operations receive funds from the federal government. With the passage of the ADA people with disabilities have the legal right to participate in the many programs funded by federal, state or local taxes.

Title II inherits its key concept of "program access" from Section 504. This means that covered public agencies must ensure that their programs are accessible to people with disabilities. This does not necessarily mean, however, that all public buildings must be made accessible. If program access can be achieved by other means, public agencies are not required to remove existing architectural barriers. For instance, if a Saturday morning swimming class currently offered by a school district's community education program is held at an inaccessible site, the school district could move the class

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to an accessible school building with a pool rather than making architectural changes at the school where the program is currently being offered. Whichever alternative is chosen, however, the school district must find a way to provide access to its program to persons with disabilities.

Other ways of providing access to programs or services might be to provide an aide or personal assistant to enable an individual with a disability to participate in a program or to obtain a public service. For example, if a county general relief program provides emergency assistance to individuals who meet certain financial criteria, but their application process is too lengthy or complex for individuals with cognitive disabilities to successfully complete, the county has an obligation to ensure that otherwise eligible individuals with disabilities are not denied needed benefits. In such a case the county might provide applicants with an aide or assistant to help them complete the application.

Although Title II regulations make it clear that a public entity is not required to make each of its existing facilities accessible, Title II is not a weak standard of accessibility. It requires a public agency to make its programs accessible in all but the most unusual cases. The only exceptions are when providing access would result in a fundamental alteration in the nature of the program, or in undue financial and administrative burdens. The "undue burden" standard of Title II, however, is significantly higher than the "readily achievable" standard of Title III and should therefore provide individuals with disabilities access to the services, programs, and activities of public entities in most circumstances.

One extremely significant way that Title II differs from Section 504 is that Title II emphasizes access in an integrated setting. Integrating individuals with disabilities into the mainstream of society is what the Americans with Disabilities Act is all about. While separate programs are allowed if they are necessary to ensure equal opportunity, they should not be considered the standard method of providing services to individuals with disabilities. Even when separate programs are offered, an individual with a disability still has the right to choose to participate in the regular program. For example, a child with a developmental disability could not be denied the opportunity to participate in a neighborhood recreation program because the city offered other specially designed programs for children with developmental disabilities elsewhere. If an individual is qualified for the regular program (e.g., is in the appropriate age range), he or she cannot be excluded from that program simply because a special program is available. Whenever choosing between alternative methods of providing program access, guidelines state that priority must be given to the one that results in the most integrated setting appropriate - in effect, making inclusive program options the norm.

Title II, like Title III of the ADA, requires the provision of auxiliary aids and services when necessary to ensure effective communication. This means providing qualified and impartial interpreters to individuals who are deaf or hard of hearing; providing readers, or materials in audiotape, Braille or large print formats to individuals who are blind or have low vision; and providing closed-captioned television or videotape programming for people who are deaf or hard of hearing. Public entities are again required to provide such services unless to do so would be an undue burden or fundamentally alter the nature of the service being offered. Title II also requires that 911 emergency services provide direct access to individuals with impaired speech or hearing who use a TDD.

It is also important for consumers to know that public entities may not place special charges on individuals with disabilities to cover the costs of accessibility measures or accommodations. The tuition or fees for all students or participants, however, may be adjusted to cover the costs of accommodations for persons with disabilities.

With implementation of these program access requirements and requirements to provide auxiliary aids and services to people with communication disabilities, we will gradually see the transformation of our public service system into one that is increasingly accessible to individuals with disabilities. Knowledge of the Title II and its key components can help individuals with disabilities and their advocates to speed this change.

Deborah Leuchovius is ADA Specialist with PACER Center, Inc., 4826 Chicago Avenue South, Minneapolis, MN 55417.

Title III: Full Inclusion in Public Accommodations

by Charlie Lakin

Title III of the Americans with Disabilities Act (ADA) is primarily focused on ending discrimination against persons with disabilities by public accommodations (e.g., organizations, agencies, or businesses offering goods or services to the public). Public accommodations include all the places in a community in which individuals and private organizations conduct public business. Covered under these provisions are hotels, restaurants, stores, theaters, private recreation and health facilities, private schools, private social service settings, transportation terminals, and service establishments. Private clubs and religious organizations are not covered; religious organizations are not covered even when operating a public service such as day care or a school. Title III stipulates that individuals with disabilities may not be denied equal access to the "goods, services, facilities, privileges, advantages or accommodations" that such private entities provide to other customers or clients.

In considering Title III, Congress was well aware of the many impediments to physical access in the public places of the nation. It made very substantial requirements that such places would perform all "readily achievable barrier removal" and construct all new buildings so as to be physically accessible. But, what may be most important about Title III is that private entities must provide access to their goods, services, programs, and activities. In considering the need to go beyond mere physical access, Congress faced troubling indications of the social exclusion of persons with disabilities. Members were presented a 1986 Harris poll that found that people with disabilities were three times less likely than nondisabled community members to eat in restaurants. The poll also revealed that nearly 60% of persons with disabilities interviewed said that they were being held back in meeting their full potential. People with developmental disabilities, especially cognitive limitations, were undoubtedly underrepresented in the Harris poll. But, we know that for most, inclusion in typical community activities with citizens other than paid staff, family, and other persons with developmental disabilities, is a rare experience. The ADA promises important opportunities for much fuller inclusion.

The access promises of the ADA are substantial. They include three major assurances:

- **No denial of participation**: Under Title III, a private entity is prohibited from denying services or benefits on the basis of disability. For example, a movie theater

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is just as clearly prohibited from denying entry to persons with mental retardation solely on the basis of their condition or presumptions about it ("they won't understand the movie") as it would be in denying entry on the basis of race.

- **Equal participation and benefits**: Title III requires that a private entity permit equal opportunity for persons with disabilities to participate in or benefit from a service or activity as it is offered to the general public. For example, a person with cerebral palsy may not be denied access to an aerobics class simply because the person cannot keep pace or complete an entire workout.

- **Integrated participation**: Title III continues and broadens the federal government's commitment to the full inclusion of persons with disabilities in American society. Title III provides means to insure that individuals with disabilities are integrated to the maximum extent appropriate. Separate programs are appropriate only as necessary to ensure equal opportunity. Individuals with disabilities cannot be excluded from regular public programs or be required to accept special services, except when the person's participation would be a "direct threat" to the health or safety of others and that threat cannot be mitigated by appropriate accommodations, or the individual does not meet legitimate eligibility criteria for participation (e.g., a YMCA basketball league may exclude wheelchair participants if it can demonstrate that the exclusion is necessary for safe participation by all players).

These three provisions, and particularly "integrated participation", promise persons with disabilities and particularly persons with severe disabilities a great deal of legal support in their quest for full inclusion in communities. In many ways, the requirements for integrated participation in Title III of the ADA parallel the kinds of assurances contained in the Individuals with Disabilities Education Act (IDEA); in other ways they exceed them. They parallel them in stipulations like "zero reject," equal opportunities for participation, preference for the most typical environment, participation in choice of programs, and certain required accommodations to an individual's disability. Title III assurances exceed IDEA requirements in that they are even more accommodating of the individual's right to participate in mainstream social roles and activities. For example, people with disabilities are entitled to participate in regular programs even if the private entity thinks they will not benefit (e.g., an art museum cannot exclude people who are blind, a rock concert people who are deaf, a craft class people with mental retardation, or a restaurant people with mental illness solely on presumed abilities or feared predispositions). It is, of course, lawful and sometimes desirable (debate certainly rages on this point), for private entities to offer special programs (e.g., wheelchair basketball for persons with paraplegia, Special Olympics for persons with mental retardation), but what is clear in Title III, is that the mere creation of special alternatives does not free a private entity from providing access to its regular program if that is the choice of the individual. It is this opportunity for people with disabilities to choose their own roles as typical participants in typical community activities and environments, irrespective of our long history of efforts to establish special activities and environments for them, that is one of the most exciting and challenging aspects of the ADA for persons with developmental disabilities.

The ADA does not stop at assuring physical and programmatic access. It also requires that public entities provide appropriate auxiliary aids and services that would permit an individual with disabilities to participate, provided these would not result in "undue burden" or "fundamental alteration of the goods and services." These are, of course, the uncharted waters of the ADA. What is an "undue burden?" What might be judged as a "fundamental alteration of goods and services?" Clearly case law may take many years to define these. But, these will never be defined unless persons with developmental disabilities, supported by the families, friends, advocates, and service providers, make claim on the full share of community living that the ADA has promised. Discrimination will occur under the ADA, but the law provides remedies. The tragedy of the ADA will be if despite its assurances and remedies people with developmental disabilities become no more active and integrated participants in the communities than they are today. Making the ADA work will take commitment, public education, energy, and a measure of aggressiveness from us all.

Charlie Lakin is Director of the Research and Training Center on Residential Services and Community Living, University of Minnesota, 214 Pattee Hall, 150 Pillsbury Dr. SE, Minneapolis, MN 55455.

Basic Human Rights

- The right to freedom of movement
- The right to make and participate in decisions affecting oneself
- The right to disagree
- The right to refuse
- The right to make mistakes
- The right to speak out
- The right to take risks
- The right to challenge authority
- The right to be all one can be
- The right to independence

A Bill of Rights for Persons with Disabilities

YOU HAVE THE RIGHT TO...

- receive a quality education that meets your individual needs.
- be treated with respect by staff, peers, family, and members of the community.
- feel safe in your school and community.
- speak up for yourself.
- have your questions about your educational, work, and/or residential program answered in a manner that you can understand.
- have privacy.
- have others, such as family and friends, help you advocate for yourself.
- live and work as independently as you are able.
- be notified about changes that may occur in your educational, work, or residential program and express your opinion about the changes before they take place.
- develop and work towards achieving a vision or dream for your future.
- make or take part in decisions that personally affect you.
- participate in community activities, such as recreation and leisure programs or community education programs, as fully as you are able.
- have accessible public transportation.
- not be discriminated against in your education, employment, and community.
- be supported in your attempts to communicate freely and openly with others.
- receive quality physical, dental, and psychological care.
- express your own opinions even when they are different from others.
- be yourself as opposed to the person others expect you or want you to be.
- move freely within your school, residence, and community.
- say "no" to others.

Law Scenarios

Please read the following scenarios and indicate which law applies to each situation.

1. Your friend answers an ad in the newspaper to work in a restaurant clearing tables. However, because your friend has some difficulties in remembering specific steps of a task, the company does not hire her. Your friend believes that she was not hired as a result of discrimination related to her disability. She knows she can use several memory aids to complete all the steps involved in clearing tables.

- Which disability-related law protects your friend in this situation?
- What strategies might be used to correct this situation?

2. You and your friend who uses a wheelchair go to a movie theater that has just opened in town. When you walk into the theater, you find that the only place someone in a wheelchair can watch a movie is in the extreme back of the theater. In addition, there are no seats near this area, so you and your friend will have to be seated separately.

- Which disability-related law protects your friend in this situation?
- What strategies might be used to correct this situation?

3. It is a warm evening and you are outside visiting with your neighbors. The conversation turns to their children and your neighbors tell you that their nine-year-old son is having difficulty learning how to read. Although the parents read three to four hours each night with their son, his teacher continues to describe him as a "lazy reader." Their frustration grows as they feel powerless to help their son. They believe his lack of achievement is related to learning problems, and not a poor attitude.

- Which disability-related law protect the child and family in this situation?
- What strategies might be used to correct this situation?

Lesson 15
Being an Advocate

Objective

The purpose of this lesson is to increase understanding of the meaning of advocacy, the motivations and behaviors of an advocate, and the process of effective advocacy.

Key Learning

At the end of this lesson, students should be able to:

- Define advocacy.
- Understand the advocacy process.
- Cite examples of how inclusion facilitators can be advocates.
- Use advocacy skills on behalf of their partners, when needed.

Materials

- ***Overheads***
  Overhead 1: *What is Advocacy?*
  Overhead 2: *Where to Advocate in Organizations*
  Overhead 3: *Advocacy Strategies*
- ***Handouts***
  Handout 1: *Advocacy Strategies*
  Handout 2: *Advocacy in a High School*
  Handout 3: *Advocacy Scenarios*

Instructor Preparation

1. Duplicate handouts and prepare overheads.

Lesson Plan

1. **Review and discuss the partner activities for the past week.**

- Gather students into a circle and ask partners to share some of the experiences they had in their weekly community activities. Encourage them to use their *Partner Activity Logs* to refresh their memories. Possible discussion questions are:

  – What activity did you engage in?

  – How did you like it?

  – Did you discover or learn anything new that the rest of the class might like to know about?

  – What worked well and what would you do differently?

- Make sure that each pair of students is given the opportunity to share. Provide reinforcement for their efforts at carrying out a partner activity regardless of their success.

- After you have completed the discussion, collect the student logs and review them prior to the next session. In reviewing, note any common concerns or problems encountered, and discuss them with the entire class next time.

2. **Begin preparation for the next partner activities using new copies of *Planning a Community Activity* (Handout) and *Partner Activity Log* (Handout) duplicated from Lesson 5.**

- Distribute new copies of the planning form and activity log to each student.

- Have students get together with their partners and begin planning their next activities. Allow about 15 minutes.

  – As they plan, move among them and make sure their plans are appropriate, provide opportunities for interaction with people in addition to their partner, and are complete.

  – After about 15 minutes, inform them that they will now have to arrange a time to meet with their partner outside of class to finish the plan prior to their activities. Allow a couple of minutes for that to take place.

3. **Have students brainstorm about the concept of advocacy.**

- Display *What is Advocacy* (Overhead), read the three questions out loud, and ask students to take a minute to think about how they would answer each of the questions.
- After one minute or so ask students to report how they would answer each question and list their responses for all to see.
- Facilitate a discussion of student responses making sure that the following points are covered:

  – *What is advocacy?* Advocacy can involve any one or more of the following behaviors: speaking up for someone, helping another person achieve their goals, supporting a person or persons whose rights are being ignored, facilitating others regaining rights that they have had taken away, and assisting people in making their case or getting their points across to others.

  – *Who can be an advocate?* Anyone can serve as an advocate. They just need to represent another person's or group's interests. Advocates may be parents, friends, siblings, lawyers, or students.

  – Who needs an advocate? People or groups with and without disabilities may need advocates when their rights are being ignored, they are not able to get the information or services they need, or they are being taken advantage of and are unable to effectively advocate for themselves.

4. **Discuss the primary goals of advocacy.**

- In a large group, facilitate a discussion of the goals of advocacy. Make sure you cover the following points in your discussion. The primary goals of advocacy are to:

  – Take action and support others in changing situations that make them feel powerless or that prevent them from achieving their goals.

  – Improve the lives of larger groups of people through creating change in organizations and systems (e.g., schools) that provide services to the group in question.

– Increase public awareness of and sensitivity to persons with disabilities and disability-related issues.

– Assist others in developing their self-advocacy skills.

5. **Discuss examples of situations in which others have advocated for students in the class.**

- Ask students to identify situations in the past in which someone advocated for them. Possible persons serving as advocates include parents, siblings, teachers, friends, clergy, and youth workers.
- After providing students with sufficient time to respond, provide them with some of the additional examples listed below, and ask if anyone has had a similar experience:

  – Standing up for a friend who was given a lower grade for not turning in an assignment that you personally observed her handing to the teacher.

  – Assisting another person to carefully think through and implement a plan to encourage a business to put in a ramp and increase accessibility to persons with physical disabilities.

  – Leading an effort to get your school district to develop a diversity appreciation program after students from a variety of different cultural and racial groups are harassed by other students.

  – Educating your friends about persons with disabilities and disability related issues after you have heard them make uncomplimentary remarks about a person with a disability.

  – Writing a letter to your senator or congressional representative urging them to vote for continued funding of programs that provide supports to the elderly, poor, and persons with disabilities.

  – Launching a campaign to get your school district to provide the supports necessary for students with disabilities to more easily take part in after-school activities.
- Discuss with students what the examples provided have in common and how they are different.

– If students do not respond, discuss how each of the examples reflect one or more of the goals of advocacy (e.g., take action and support others in changing situations, improve the lives of larger groups of people, increase public awareness and sensitivity, assist others in developing their self-advocacy skills).

6. Discuss with students situations in which partners have advocated for each other.

- Ask students to discuss the types of advocacy they may have already undertaken with their partners in order to realize increased social inclusion. As students answer, list their responses for all to see.
- Have students identify which of the goals of advocacy their own efforts at advocacy may have achieved.
- Ask students to identify in what areas advocacy is currently most needed if their goal is to enhance the social inclusion of persons with disabilities.

7. Explain the five different levels of organizations at which advocacy efforts can take place.

- Point out to students that there are many ways that one can advocate for others but that a planful approach is usually the most successful.
- Discuss the process of advocacy, making sure that the following points are covered:

  – When we observe people who are placed in situations in which they feel powerless our first reaction is often to fight for their rights.

  – Fighting or other types of confrontation (e.g., a lawsuit), however, often lead to adversarial interactions that decrease the chance that the persons one is advocating for will actually get what they want.

  – However, there are approaches to advocacy that produce change through collaboration – through working together.

- Using *Where to Advocate in Organizations* (Overhead), point out that all organizations have five levels that need to be addressed in order to effectively advocate for others. Make sure to cover the following points:

  – *Level 1: Meaning:* The values and principles of an organization provide the basis – or meaning – for all it does and stands for. Your school, for example, offers educational opportunities based on a set of values and principles related to education. Those values and principles may include something like "All students are entitled to develop to their full potential" and "Learning is a life-long process."

  – *Level 2: Mission.* The values and principles of an organization are used to determine its mission and the goals and outcomes it desires to achieve. Your school is likely to have a mission statement it has developed that spells out what it hopes it can provide to students in the way of an education and preparation for adult life. An example of a school mission statement would be, "The mission of our school is to provide all students with the opportunity to learn those skills and abilities necessary to enable them to be contributing, valued members of their communities."

  – *Level 3: Structure.* Structure provides the framework for "how" things get done. It is expressed in the formal and informal policies and expectations of an organization. For example, most schools have a set of rules that must be followed in order to place a student in a special education class or create a new course.

  – *Level 4: Power.* Power refers to the ability to carry out organization policies, programs, and procedures, and make sure they continue to be carried out over time. Power is what turns meaning and mission into action. An example of someone who serves in this role is the head coach of an athletic team who is responsible for making sure that the team's athletes meet the school district's academic eligibility standards throughout the season.

  – *Level 5: Resources.* Resources refer to the items (e.g., time, money, and equipment) and people needed to deliver the services of an organization. A school, for example, cannot create a new course in how to use the Internet unless it has teachers who know how to use the Internet and also has computers linked to the Internet available to students.

- Reinforce the idea that in order to successfully advocate within an organization one needs to know how to find information about each level of the system, as well as figure out the specific roles and responsibilities of individuals at each of these levels.

- Point out that information about both the *meaning* and *mission* of an organization can be found in many ways, including the following:

  – If the organization is large, it is likely that written information about the values and principles on which it is based as well as its mission can be found in its annual report or the business plan it has developed. This information can usually be obtained by contacting the organization's corporate office or headquarters.

  – Information about the values, principles, and mission of a school, for example, can probably be found at the district administrative offices or at the office of the school's principal.

  – In smaller organizations, it is possible that no written statements about values and mission are available. In these instances the best strategy is usually to talk to those individuals at the top of the organization's chain of command.

  – Both the meaning of an organization as well as its mission are typically determined by its owners, board members, and administrators. Although other persons in the organization may have some input into the development of principles and a mission statement, final decisions are almost always made by persons at the top of the chain of command.

- Point out that information about the *structure, expectations,* and *policies* of an organization can usually be obtained by requesting them in writing and referring to the specific information or policy you wish to find out about. Note that:

  – A school, for example, is likely to have a specific set of rules or policies that it must follow in determining whether a student is in need of special education services or if a student has committed an offense that is subject to expulsion. This type of information can be requested at the school office or from the offices of your school district.

– A store that is part of a large national chain is likely to have this information at each of its stores and at its headquarters.

– Formal policies, rules, and expectations are typically developed by department heads and middle level administrators. These individuals tend to work closely with upper level administrators, board members, and owners to develop policies and take primary responsibility for making sure that those policies adopted are adhered to.

- Note that information regarding where the *power* in an organization lies is typically not in written form but must be gathered through talking to persons who are members of the organization and directly observing the interactions of its members. Point out that:

  – In some cases, persons who do not have formal power in an organization may actually have considerable control over the day-to-day workings of the organization.

  – In many companies, for example, secretaries and administrative assistants have a thorough knowledge of the company or organization and know how to access and make good use of available resources, and as a result have the power to get things done.

  – The ability to implement programs, policies, and procedures, and insure that they remain in force, is typically the role of supervisors and lower level managers. It is these persons who work closely enough with direct service staff that they are aware of the daily work taking place within the organization and have enough influence to make sure that there is follow-through on decisions made at higher levels

- Point out that knowledge about the *resources* available within an organization can be gained from a variety of sources, including the following:

  – Directly observing people within the organization, talking to managerial and direct service staff, and asking people who the organization serves (e.g., fellow students) can all provide one with an understanding of the resources available in a given situation.

– The most important resources in an organization are the people who deliver or carry out the service an organization desires to provide. These persons include teachers, cashiers, waitpersons, social workers, and a host of other individuals whose primary jobs are to interact with and serve the public.

- Explain to students that in many cases when people advocate for others they advocate with persons who do not have the ability to solve the problem.

  – Note that if an organization member explains to an advocate that they are not able to solve a problem because of their position, it is not useful to continue to advocate with them. Rather, the advocate should identify an individual who does possess the necessary authority and focus efforts on this person.

8. **Discuss with students the first step in the collaborative advocacy process: identifying the level at which the problem occurs or the change must be made.**

- Point out that advocacy should begin at the level where the problem occurs or the change can be made:

  – For example, if a problem is encountered with direct service or front-line persons (e.g., teacher, sales clerk, etc.), these individuals should be first asked to solve the problem.

- Note that if the individuals with whom advocacy begins do not have the authority to solve the problem at hand, advocates should seek persons at the next higher level (e.g., supervisors, lower level management). Explain that:

  – People at the next level will typically have the power to create the changes necessary to solve the problem with which one is confronted.

  – If roadblocks are faced at the next level, assistance should continue to be sought at higher levels until individuals are contacted who can solve the problem.

  – This step in the advocacy process involves finding out who holds the responsibility and power for services in the specific area in which advocacy needs to take place.

- Explain that in some situations power and responsibility are defined by position titles, such as Recreation Director or Principal. In other cases, however, persons who do not have official titles have a tremendous amount of influence and are the individuals with whom one should advocate.
- Emphasize that identifying who has the real power is done by asking, at each level, "Who has the authority to make this decision or change this situation?"

9. Discuss the next step in the collaborative advocacy process – effectively presenting one's case – using *Advocacy Strategies* (Overhead). Cover the following points:

- *Know the goals.* Before beginning an advocacy effort, it is necessary to understand the goals of the person for whom you are advocating in relation to the problem.

  – Emphasize the fact that effective advocates remain focused on and restrict their advocacy to the goals of the individual they are assisting.

  – Point out that advocacy consists primarily of encouraging people to change their attitudes and motivating them to take action once their beliefs have changed.
- *Find the right level.* Identify the level of the organization or business at which advocacy should begin. It will be the level at which the problem is occurring.
- *Find the right person.* Identify the person who has the authority to correct the situation at the level where the problem is occurring.
- *Present the problem.* Approach the person who has authority and clearly and concisely present the problem. Ask whether the person is aware of the problem and its history. If they are unaware, inform them about the history of the problem and the details of the situation.
- *Present your goals.* Clearly and briefly express the goal(s) of your advocacy. Let the individual(s) with whom you are talking know what the person with a disability for whom you are advocating would like accomplished.

– Present the needs of the persons for whom you are advocating.

– Express the concerns the person and you yourself have about the current situation.

- *Respond to resistance.* If the person seems unsupportive, try the following:

  – Ask the person to describe the mission and goals of the organization or business. Request that the person clarify for you if the daily practices that led to the problem at hand are consistent with the values and mission of the organization.

  – When necessary point out the lack of consistency between the organization's values and daily practices.

  – Point out any ways in which the person's response to the problem is not in line with the mission and goals.

  – Find out if the person is aware of the rights of the individual for whom you are advocating. If they are unaware, inform them about the rights that relate to this situation.

- *Re-check for authority.* Ask the person if, now that you've shared more information, they have the authority to work with you to correct the situation.

  – Point out that if the person does not have that authority, ask them who does. Seek out that person and begin with presenting the problem.

- *Brainstorm solutions.* Ask the person with authority to brainstorm possible solutions to the problem with you, using the following strategies:

  – Ask them to either brainstorm solutions with you now or to schedule another meeting in which everyone involved can come with ideas about solutions and talk further.

  – Come to the brainstorming meeting with several ideas as to how the problem might be solved that would be acceptable to the person for whom you are advocating.

  – Allow representatives from the organization involved to select from among acceptable alternatives.

- *Check for improvements.* After you arrive at possible solutions, monitor the situation and see if the steps that have been agreed to have been implemented. Emphasize the following:

  – After an agreement has been reached as to how to most effectively solve the problems with which one is confronted, set up times to check in with staff and see how the steps that have been agreed to have been implemented.

  – If they have not been implemented, return to the person and ask when they will be implemented.

- *Thank the right people.* After the situation has been resolved, follow-up with those who helped you resolve it and thank them for their assistance.

10. Have students complete *Advocacy in a High School* (Handout).

- Ask students to form small groups of four individuals. Distribute *Advocacy in a High School* (Handout) and ask each group to designate a spokesperson.
- Inform the class that this exercise will help them learn to develop advocacy plans that take into consideration the organization within which one is advocating and its power structure.
- Ask groups to carefully read the scenario, and complete the handout based upon their understanding of their own high school and school district, and then develop a short-term plan to address the problem at hand.
- Allow groups a sufficient amount of time to complete the worksheet describing the advocacy process they would propose using to solve the simulated problem.
- Bring the class back together as a large group and have each spokesperson present their group's approach to advocacy.
- Discuss the different advocacy plans groups have developed. Make sure to point out the degree to which each plan follows the advocacy model with which students were presented, the similarities and differences between plans and the strengths and weaknesses of each plan.

- Following the discussion, ask group members if they would like to change any aspects of their advocacy plans.

11. Optional: If students need further advocacy practice, having them complete *Advocacy Scenarios* (Handout).

- Break students up into small groups of two to four individuals and distribute *Advocacy Scenarios* (Handout). Ask each group to designate a spokesperson.
- Inform students that the scenarios on the worksheet will provide them with further practice in how to develop advocacy plans dealing with a variety of issues important to persons with disabilities.
- Ask them to complete the assigned scenarios using the process you have covered with them.

  – Depending upon the advocacy skills and knowledge students have demonstrated in Activity #10, each group can be asked to complete all of the scenarios or you can assign specific scenarios to specific groups.

  – Remind students to take into consideration the organization within which they are advocating and its power structure.
- Allow groups a sufficient amount of time to complete the worksheet describing the advocacy process they would propose using to solve the simulated problem.
- Bring the class back together as a large group and have each spokesperson present the group's approach to advocacy.
- Discuss the different advocacy plans groups have developed for each scenario making sure to cover:

  – The degree to which each plan follows the advocacy model with which students were presented.

  – The strengths and weaknesses of each plan.
- Following discussion, ask group members if they would like to change any aspects of their advocacy plans.

12. Conclude the class by letting students know the topics and/ or activities that will be part of the next class.

- Lesson 16 is a suggested point for collecting the journals students have been keeping. It is recommended that the journals be reviewed by the instructor to identify any topics, concerns, or problems that should be addressed in future classes. If journals are to be collected in the next class, inform students of it at this time.
- Remind students to get together outside class to complete their activity planning sheets.
- Remind students to complete their *Partner Activity Logs* (Handout) after their next outing and bring them to class.

What is Advocacy?

What is advocacy?

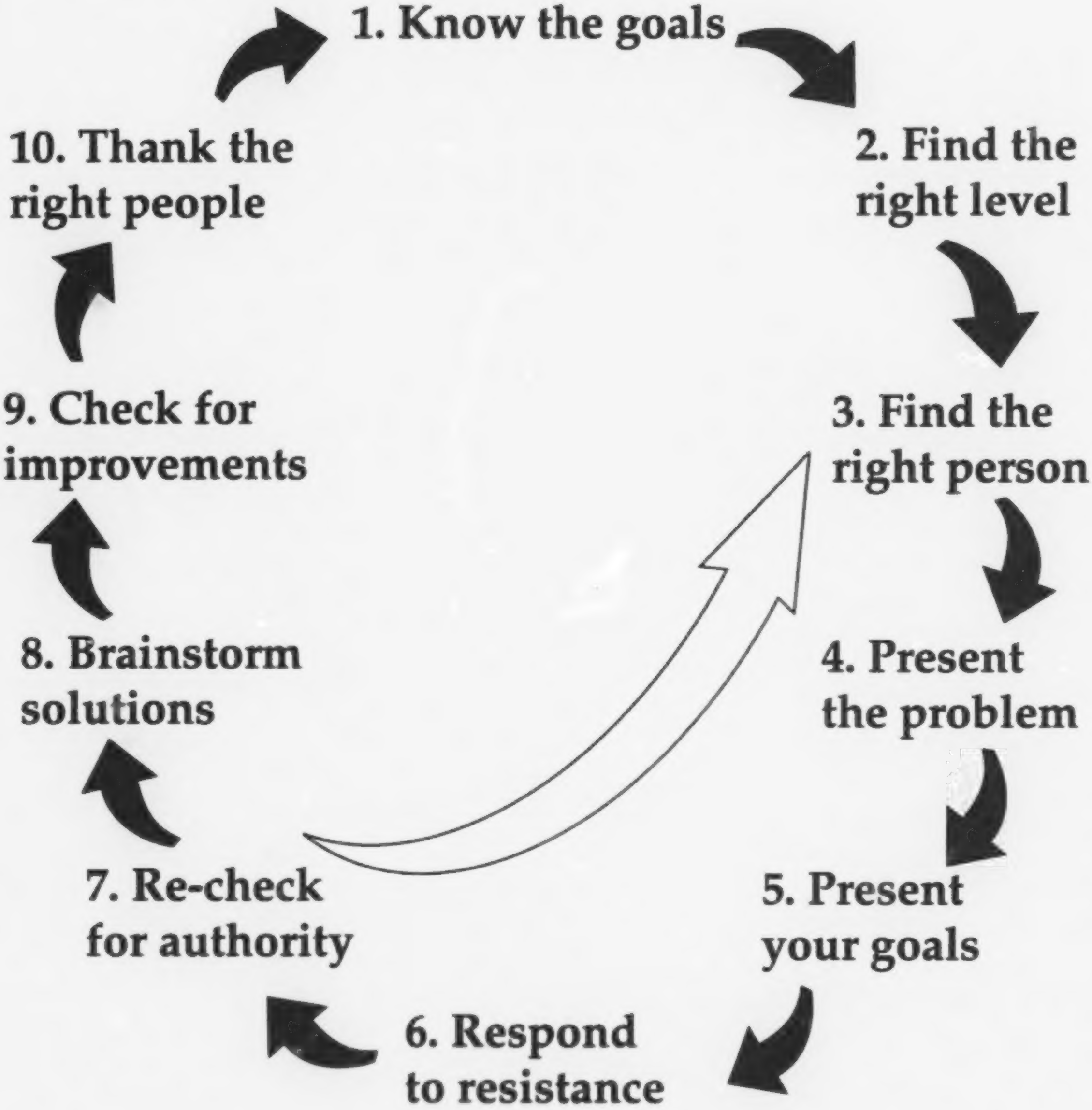
Who can be an advocate?

Who needs an advocate?

Where to Advocate in Organizations

For concerns related to:		The decision-makers are:
Meaning	➡	Board members, administrators, owners
Mission	➡	Board members, administrators, owners
Structure	➡	Department heads, program directors
Power	➡	Lower level managers, supervisors
Resources	➡	Direct service staff

Advocacy Strategies



1. Know the goals
2. Find the right level
3. Find the right person
4. Present the problem
5. Present your goals
6. Respond to resistance
7. Re-check for authority
8. Brainstorm solutions
9. Check for improvements
10. Thank the right people

Advocacy Strategies

1. **Know the goals.** Understand the goals of the person for whom you are advocating in relation to the problem.

2. **Find the right level.** Identify the level of the organization or business at which advocacy should begin. This will be the level at which the problem is occurring.

3. **Find the right person.** Identify the person who is likely to have the authority to correct the situation at the level where the problem is occurring.

4. **Present the problem.** Approach the person who has authority and clearly and concisely present the problem. Ask whether the person is aware of the problem and its history. If they are unaware, inform them about the history of the problem and the details of the situation.

5. **Present your goals.** Clearly and briefly express the goal(s) of your advocacy.

6. **Respond to resistance.** If the person seems unsupportive, try the following:

   a. Ask the person to describe the mission and goals of the organization or business. After they have done that, point out any ways in which the person's response to the problem is not in line with the mission and goals.

   b. Find out if the person is aware of the rights of the individual for whom you are advocating. If they are unaware, inform them about the rights that relate to this situation.

7. **Re-check for authority.** Now that you've shared more information with the person, ask the person if they have the authority to work with you to correct the situation. If the person does not have that authority, ask them who does. Seek out that person and begin at step 4 with presenting the problem.

8. **Brainstorm solutions.** Ask the person with authority to brainstorm possible solutions to the problem with you. Ask them to either brainstorm solutions with you now or to schedule another meeting in which everyone involved can come with ideas about solutions and talk further.

9. **Check for improvements.** After you arrive at possible solutions, monitor the situation and see if the steps that have been agreed to have been implemented.

   a. If they have not been implemented, return to the person and ask when they will be implemented.

10. **Thank the right people.** After the situation has been resolved, follow-up with those who helped you resolve it and thank them for their assistance.

Advocacy in a High School

Imagine that you attend a high school that holds separate dances for the "special kids" and the rest of the school. You have a friend with disabilities who wants to go to dances that include the whole school. You believe your friend has a right to do this. You also believe that every dance should be for all students. Your friend would like you to help advocate for inclusive dances.

In the space below, answer the following questions:

1. What is the goal of your advocacy effort?

2. At what level is this problem occurring (place a ✗ next to all that apply):

__ Meaning: Do the values and principles on which the school is based support or require segregated dances?

__ Mission: Does the school's mission statement support or require segregated dances?

__ Structure: Do the policies and/or expectations of the school support or require segregated dances?

__ Power: Do the people carrying out the school's mission, policies, and expectations support or allow segregated dances by the way in which they do – or fail to do – their jobs?

__ Resources: Do the resources available to the school support or require segregated dances?

3. Having identified the level, who are the decision-makers at that level (place a ✗ next to all that apply):

__ Meaning: Superintendent, school board members, tax payers.

__ Mission: Superintendent, school board members.

__ Structure: Principal(s).

__ Power: Teachers and other staff.

— Resources: Principal(s), teachers, staff, superintendent, school board, tax payers.

4. In the space below, write out how you would state the problem to the person(s) with authority to change the situation:

5. In the space below, write out how you would state your goals to the person(s) with authority to change the situation:

6. Suppose that the person(s) with authority are unsupportive. Suppose that they say, "Oh, we can't have disabled students in with the others. Everyone, including the disabled kids, would be uncomfortable. They don't know how to behave in social situations like a dance, and other students might make fun of them. "

   What would you say to point out ways in which the person's response to the problem is not in line with the school's mission and goals:

   What would you say to inform the person(s) about the rights of students with disabilities that relate to this situation:

7. After you have determined that you're talking with the people who really can solve the problem, describe some of the solutions you would propose in a brainstorming session:

8. After the solutions have been implemented, and you've monitored them and found them successful, describe what you might say in thanking people for their support and assistance in making the change:

Advocacy Scenarios

Please read the following scenarios and describe the advocacy process for this situation.

1. You and your friend (who uses a wheelchair) go to a local fast food restaurant. When you get there, you find there is no ramp leading up to the restaurant, only stairs. Because your friend has an electric wheelchair, it is too heavy to lift up and over the curb and stairs. Your friend is angry and wants your support in advocating to change this situation. What strategies might you and your friend use to correct this problem (use the advocacy model discussed in class)?

2. You and your friend decide to take a sign language class from community education. When you call to register for the class you mention that your friend has a disability and you will be helping her in the class when she needs assistance. The person on the phone tells you that community education offers "special" classes for persons with disabilities and they usually encourage people with disabilities to take those classes. As a result, you do not feel comfortable registering for the class. After talking with your friend, the two of you want to try to change this policy through advocacy. You also know that the mission for community education is to provide educational opportunities for *all* community members, and this includes people with disabilities. What strategies might you use to correct this problem based on the advocacy model discussed in class?

3. You and your friend go shopping at the local mall. Your friend decides to buy a shirt in one of the clothing stores. The clerk enters the purchase into the cash register, turns to you and says, "That will be $25 please." The clerk seems to have assumed your friend is not capable of buying something without help from another person. You also know that your friend prefers to handle this type of problem on his own. What strategies might you use to address this problem?

Lesson 16
Self-Determination

Objective

The purpose of this lesson is to develop awareness of self-determination and to explore ways to facilitate its exercise.

Key Learning

At the end of this lesson, students should be able to:

- Define self-determination and understand its importance for all youth and young adults.
- Explain the process leading toward self-determination.
- Understand the "fine line" between being a good advocate and supporting the exercise of self-determination by another.
- Understand the role of self-talk in self-determination.

Materials

- ***Overheads***
  Overhead 1: *What is Self-Determination to Me?*
  Overhead 2: *Definition of Self-Determination*
  Overhead 3: *Self-Determination Skills*
  Overhead 4: *Self-Determination Attitudes and Beliefs*
  Overhead 5: *Self-Determination Knowledge*
  Overhead 6: *Self-Determination is Important for Young Adults*
- ***Handouts***
  Handout 1: *How I Can Support Self Determination*
  Handout 2: *Advocacy/Self-Advocacy Scenarios*
  Handout 3: *Positive and Negative Self-Talk*

Instructor Preparation

1. Duplicate handouts and prepare overheads.
2. Invite individuals from a local self-advocacy group such as People First to participate in a panel discussion or presentation for the class.

Lesson Plan

1. **Collect student journals if this lesson has been targeted as a check point.**

- Lesson 16 is a suggested point for collecting the journals students have been keeping. It is recommended that the journals be reviewed by the instructor to identify any topics, concerns, or problems that should be addressed in future classes.

2. **Review and discuss the partner activities for the past week.**

- Gather students into a circle and ask partners to share some of the experiences they had in their weekly community activities. Encourage them to use their *Partner Activity Logs* to refresh their memories. Possible discussion questions are:

  – What activity did you engage in?

  – How did you like it?

  – Did you discover or learn anything new that the rest of the class might like to know about?

  – What worked well and what would you do differently?

- Make sure that each pair of students is given the opportunity to share. Provide reinforcement for their efforts at carrying out a partner activity regardless of their success.
- After you have completed the discussion, collect the student logs and review them prior to the next session. In reviewing, note any common concerns or problems encountered, and discuss them with the entire class next time.

3. **Begin preparation for the next partner activities using new copies of *Planning a Community Activity* (Handout) and *Partner Activity Log* (Handout) duplicated from Lesson 5.**

- Distribute new copies of the planning form and activity log to each student.
- Have students get together with their partners and begin planning their next activities. Allow about 15 minutes.

  – As they plan, move among them and make sure their plans are appropriate, provide opportunities for interaction with people in addition to their partner, and are complete.

  – After about 15 minutes, inform them that they will now have to arrange a time to meet with their partner outside of class to finish the plan prior to their activities. Allow a couple of minutes for that to take place.

4. **Introduce the concept of self-determination.**

- Have students form small groups of four to six individuals and select one person from each group to serve as a recorder or spokesperson. Ask each group to discuss what comes to mind when they see or hear the word *self-determination*, and what self-determination means to them.
- Give students approximately 10 minutes to complete this task. Reassemble the class and ask each group to share its ideas about self-determination.

  – Write the responses for all to see.
- Display *What is Self-Determination to Me?* (Overhead), reading each of the definitions in the overhead. Inform students that these definitions were provided by persons with cognitive and physical disabilities and represent what self-determination means to them.

  – Ask students to identify similarities and differences between these definitions and the ones that the class offered.
- Display *Definition of Self-Determination* (Overhead) and discuss each of the following points:

  – Self-determination refers to the natural desire of most people to be in personal control of their own thoughts, feelings, and behavior.

– Most, if not all, people, want to have some control over their lives. This includes control of small day-to-day decisions as well as big decisions that will affect one's future (e.g. deciding what college to attend or where to work and live).

– People develop a desire to be in control of their own lives shortly after they are born. This desire to be in control continues throughout an individual's life.

– Even infants have the need and ability to exercise control over their lives. Infants accomplish this by communicating with their parents through their cries.

– The levels of self-determination people exercise are determined by the skills, attitudes, and knowledge they possess and the opportunities they have to exercise personal control.

– People who are the most self-determined are those who have the skills, knowledge, and attitudes that allow them to have control over their lives, *and* who have opportunities to practice taking control.

– Most of us need the support of our families and friends to achieve the level of self-determination that we desire.

– All persons have a desire for and are capable of some degree of self-determination.

– Some people think that persons with disabilities don't want to be in control of their lives. Some people think persons with disabilities don't have the skills, knowledge, or attitudes that will allow them to take control of their lives. People with disabilities, however, have shown us that neither of these assumptions is true.

5. **Discuss the specific skills, attitudes/beliefs, and knowledge that are thought to be necessary for individuals to achieve the levels of self-determination they desire.**

- Point out to students that a wide variety of skills, attitudes, beliefs, and knowledge are necessary for persons to effectively take charge of their lives.

- Ask students to identify some of the skills they believe are important for self-determination. Write their responses for all to see.
- After providing students with sufficient time to respond, display *Self-Determination Skills* (Overhead) and discuss the following skills and their relevance to self-determination:

  – *Goal Setting Skills:* Self-determined individuals know what they want out of life and have personal visions for their futures. One of the most fundamental ways in which they exercise personal control is through setting and working toward achieving personal goals. Whether one's goal is to do well on a test or get into a particular college, having a personal vision or set of goals helps us direct our lives.

  – *Decision Making Skills:* Throughout life, individuals are faced with decisions – whether to study or watch a favorite television show, take a particular course, or select a certain college to attend. Making informed decisions is one of the most fundamental ways in which people exercise self-determination. Through sizing up a situation, identifying options, and choosing from among available alternatives individuals are able to exercise control over the environment rather than letting it control them.

  – *Problem-Solving Skills:* In working toward personal goals, all individuals are likely to encounter roadblocks or problems that prevent the achievement of what they desire. A person with disabilities who wants to experience greater inclusion in the community may run into problems such as a lack of transportation or the negative attitudes of others. Having the skills to problem-solve in a way that permits one to minimize and/or overcome these roadblocks increases the ability of individuals to achieve what they desire and direct their lives in the manner in which they choose.

  – *Self-Regulation Skills:* To have personal control, individuals must be able to regulate their own behavior. Persons who desire to lose weight, for example, need to learn how to effectively reduce the amount of food they eat, regulate the type of food they eat, and motivate themselves to exercise on a regular basis. Self-regulation involves learning to monitor the progress that is being made toward reaching goals, and modifying one's behavior when necessary.

– *Self-Advocacy Skills:* In order to be self-determined, individuals need to be able to express their likes and dislikes, speak out for themselves, and take responsibility for making sure that their rights are respected. A self-determined person with a physical disability who cannot gain access to a good seat in a theater, for example, is likely to speak up on his/her own behalf, inform management of the problem, and work to make sure that it is corrected. Advocating for oneself is one of the most critical aspects of self-determination for no one knows better what an individual desires than the individual him/herself.

– *Independent Living Skills:* The ability to take care of oneself and provide for one's basic needs is an aspect of self-determination that plays a critical role in life as an individual approaches adulthood. If young adults can cook their own dinner, for example, they may have the choice of going with their family on a day-long outing or remaining at home alone. If basic independent living skills are not acquired, individuals are likely to lose control over some aspects of their lives.

– *Social Skills:* Individuals who have the social skills necessary to get along well with others are likely to find themselves with considerably more opportunities to exercise self-determination than their peers who are not socially skilled. In addition, such persons are likely to be able to obtain the support from others that is often necessary to taking charge of our lives. Well-liked individuals who are viewed as friends, for example, receive social support, information, and physical assistance from peers, all of which are likely to help in the exercise of personal control.

– *Communication Skills:* The ability to communicate what one likes and doesn't like, the amount and type of support that is needed, and one's desires and wishes is one of the most basic skills necessary for self-determination. If a person is unable to develop some system of communication, others must guess at what is wanted and unwanted. The person who is unable to independently signal that he/she wants to go for a walk, for example, is only likely to go for walks when others want to and when it is convenient for them. Developing the ability to communicate to others this simple desire dramatically increases the personal control one is able to exercise in this area of their life.

- Ask students to identify some of the attitudes/beliefs they believe are important for self-determination. Write their responses for all to see.

- After providing students with sufficient time to respond, display *Self-Determination Attitudes and Beliefs* (Overhead) and discuss the following attitudes and their relevance to self-determination:

  – *Self-Confidence:* Self-determination involves taking some risks. The self-confident individual is likely to do this without much hesitation. Persons with low levels of self-confidence are likely to doubt themselves and to rely on others to make decisions, solve problems, and speak out for them. Deciding what college to attend or job program to enter is a major decision for most students. Self-confident students make these decisions based upon their own ideas even though they may end up making choices that they would make differently if given another chance. Persons lacking confidence often allow others to make decisions for them and as a result are less likely to get what they want out of these situations.

  – *Internal Locus of Control:* Persons with an internal locus of control believe that they have the ability to control their environments and lives. They are therefore motivated to take the action that is necessary to make this come true. Persons who believe that their lives are controlled mostly by forces and people outside them are likely to be unmotivated to take the necessary steps to exercise control over their lives. A student who believes that the grade he/she receives on a test is due to luck, for example, is not likely to study as well as a peer who views test grades as due to studying well.

  – *Determination:* It is the rare person who is able to exercise control over his/her life without encountering some barriers and failure. The determined individual presses on in such situations and, in the end, is likely to achieve what they desire. Persons with a low sense of determination typically give up quickly when they encounter difficulties. Few people who have become accomplished musicians, for example, were, at first, able to play their instruments easily and well. They persisted, however, gradually acquiring the skills to improve. In contrast, the aspiring musician with little determination is unlikely to play an instrument long enough to learn to play it well.

– *Self-Esteem:* Evaluating oneself in a positive manner and feeling good about oneself and one's accomplishments is often referred to as self-esteem. Moderate to high levels of self-esteem are necessary for and are a by-product of high levels of self-determination. Persons with low self-esteem are unlikely to speak out for themselves, let others know what they want, and attempt to take charge of their lives because there are risks associated with these behaviors. Persons with high self-esteem on the other hand are unlikely to be stopped by these risks. They are unlikely to follow their peer group and get involved in activities they don't personally support. They speak out for themselves and are willing to take the risk of saying no.

- Ask students to identify the knowledge base they believe is important for self-determination. Write their responses for all to see.

- After providing students with sufficient time to respond, display *Self-Determination Knowledge* (Overhead) and discuss the following points and their relevance to self-determination:

– *Laws and Rights:* One important aspect of self-determination is standing up for oneself and protecting one's rights as a person and student. In order to effectively do this, however, one needs to have an awareness of one's rights and the laws that protect them. Young adults who are aware that they have specific rights with respect to their education and that there are laws and procedures that need to be followed to protect these rights can address problems that develop in this area. Without an understanding of these rights, it is unlikely that a student would ever be able to initiate necessary changes whether these involved changing a class or teacher, being placed in a different work program, or having access to extracurricular activities.

– *The System and Its Resources:* An understanding of how an organization operates and who within the organization holds power allows individuals to change things they believe are not right and get the support to which they are entitled. In the absence of this knowledge, bringing about change is nothing but a hit or miss process that often involves much unnecessary work.

– *Self-Awareness:* A knowledge of one's personal preferences, strengths and challenges, and vision for the future are all necessary for persons to exercise control over their lives. A lack of awareness of one's personal challenges, for example, makes it difficult to obtain the supports needed to live life at its fullest. When individuals understand what they want out of life (and the fact that this may change over time), what types of supports they need, and when they need them, desired levels of self-determination are much easier to achieve.

– *Responsibilities:* Acknowledgment of one's responsibilities and the acceptance of responsibility for one's actions and behaviors are a major component of self-determination. In the absence of this knowledge, it is difficult for others to develop the trust necessary to allow a person to make their own decisions and choices.

6. **Discuss why self-determination is important to all young adults.**

- Have the class break up into small groups of four to six individuals and select one person from each group to serve as a recorder or spokesperson. Ask each group to develop a list of reasons why self-determination is important for all young adults to develop.
- Give students approximately 10 minutes to complete this task. Reassemble the class and ask recorders or spokespersons to report the results of their group's discussion.

  – Write the responses for all to see.
- After each group has reported its results, use *Self-Determination is Important for Young Adults* (Overhead) to include or expand on the following points regarding what self-determination does:

  – *Increases Motivation:* When young people set personal goals for themselves they become partners in the process of reaching those goals. This increases motivation to achieve and succeed.

– *Encourages Socially Acceptable Behavior:* Inappropriate social behavior is often a person's most effective means of exercising control over their life and environment. As individuals develop self-determination skills, knowledge, and attitudes, they often give up socially unacceptable behavior. They find better ways of being in control and getting their needs met.

– *Promotes Self-Awareness:* Self-awareness develops when individuals test their abilities and limits and experience both success and failure. Through an awareness of their capabilities, persons with disabilities come to better understand, adjust to, and accept challenges imposed by their disability, as well as better appreciate and take advantage of their talents and strengths.

– *Increases Responsibility:* Through exercising personal control, individuals learn to take greater responsibility for their actions because the decisions they make and the success or failure that follow are based upon choices they make, rather than on choices someone else has made.

– *Enhances Learning:* Individuals learn more quickly and remember more of what they learn when they are given some control over how, when, and through what methods they will learn.

– *Encourages a Sense of Personal Control:* If individuals do not believe that they can control their lives, they rarely will try. When persons believe that they have the power to change things, they are much more likely to put forth the effort to make this happen.

– *Enhances Independence and Interdependence:* When persons with disabilities are encouraged to take charge of their lives, they become less dependent, and more independent and interdependent.

– *Improves Self-Esteem:* Exercising personal control over one's life increases an individual's sense of self-esteem and self-confidence.

– *Encourages Individuals to Create a Vision:* The option of dreaming about one's future is often denied to persons with disabilities, whose futures are often determined by others. Enhanced self-determination facilitates persons with disabilities acquiring the means to create this vision.

– *Enhances Quality of Life:* Enhanced self-determination increases the likelihood that a person's preferences will be respected and carried out, and that the person will achieve his/her personal goals. This results in enriched quality of life.

– *Enhances Inclusion:* High levels of self-determination assist persons with disabilities in becoming fully included members of society through increasing their ability to live independently or semi-independently, acquire and maintain employment, and develop supportive circles of friends.

– *Promotes Self-Advocacy:* Self-determination skills teach persons with disabilities to stand up for their rights, clearly communicate their needs, and become more effective self-advocates.

– *Develops Decision-Making Skills:* High levels of self-determination promote effective decision-making as a person learns to make informed choices based upon personal preferences as well as personal consequences.

- Discuss with students why exercising self-determination might be especially important for persons with disabilities. Make sure the following points are covered:

  – Persons with disabilities are likely to face many more barriers to taking control over their lives than persons without disabilities because of stereotypes and prejudices.

  – Persons with disabilities are likely to be given fewer opportunities to take control over their lives and must create these opportunities themselves.

  – Systems that support persons with disabilities are unlikely to be able to provide them with the most appropriate and effective services unless individuals with disabilities themselves take control of this process.

7. **Facilitate students beginning to think about how they personally experience "being in control" versus having others make decisions for them.**

- Initiate this activity by discussing the following points:

– Although none of us have total control over our lives, there is a large discrepancy between the degree of personal control typically exercised by persons with and without disabilities.

– When persons with significant disabilities do exercise control, it is typically over minor things. Although this type of control is important, many persons with disabilities do not have the same opportunities as others to exercise control in larger life areas, such as what classes to take, where to work or get job training, and who to have as friends.

- Explain to students that the purpose of the activity is to explore those feelings associated with personal control.
- Ask students to break up into small groups of four to six individuals and to designate a recorder or spokesperson.
- Ask students to think of at least one experience in which they were not in control of a situation and others had control over outcomes that were important to them.

– Invite them to remember how it felt to lack control and to share their experiences and feelings with group members.

– Instruct the recorder or spokesperson to record how group members felt about not being in control. Allow 10 minutes for groups to complete this task.

- After students have completed this task, ask them to repeat the above exercise, but to think of an experience in which they had personal control over outcomes that were of importance.

– Request that students remember how it felt to be in control, and share their experiences and feelings with their group.

– Instruct the recorder to write down group members' feelings about being in control. Allow 10 minutes for groups to complete this task.

- Write the two headings *Not in Control* and *In Control* for all to see.
- Invite each spokesperson to share their group's feelings about not being in control. Write each group's responses under the heading *Not in Control*.
- Next, ask each spokesperson to share their group's feelings

about being in control. Write each group's responses under the *In Control* heading.

- Ask students to compare the general feelings members of the class experienced when they were in control versus when they did not have control.

- Ask students to discuss how a lack of personal control might affect most persons. If they have difficulty generating responses, provide one or more of the following suggestions as needed:

  – Doing socially inappropriate behaviors as a result of frustration.

  – Loss of potential for skill development.

  – Limited options for satisfying employment.

  – Lack of interest in recreational and leisure activities.

  – Unsatisfactory living arrangements.

  – Apathy or lack of motivation.

8. Explain the process leading toward self-determination.

- Point out to students that it is easier for people to exercise self-determination if they see themselves as responsible, competent, and worthy. Note that this attitude toward oneself develops through the following experiences growing up:

  – A person is given choices from an early age.

  – Decision-making skills are used in determining good alternatives.

  – Mistakes are viewed as okay, and as something we learn from.

  – Abilities are focused on, rather than disabilities.

  – A physically and emotionally safe environment is provided in which people feel valued.

  – Information and resources concerning rights are available.

- Emphasize that in order to achieve desired levels of self-determination, individuals usually need others to support and encourage them. Point out the following:

– It is difficult to develop into a self-determined individual if you do not have others around you who serve as role models. Friends and peers are especially important in this role.

– Regardless of the capacities an individual possesses, opportunities for personal control need to be provided on a regular basis by family and friends.

– Pursuing personal goals will almost always lead individuals to experience some degree of failure. Supportive family and friends are critical to ensuring that the individual has the chance to take risks and pursue personal goals, experience the consequences of these decisions, and have a support network available when this is needed.

– Individuals will pursue self-determination only if they are rewarded for it. Conversely, if they are not rewarded for attempting to take personal control over their lives or are punished for this behavior, attempts to exercise self-determination will be few and far between.

9. **Discuss the importance of *Yes I Can* partners supporting each other's self-determination.**

- Point out to students that, regardless of skills, knowledge, and attitudes, if people aren't given the opportunity to be in control of their own lives, they are unlikely to be very self-determined.

- Explain that persons with disabilities in particular are often given few opportunities to take charge of their own lives. Ask members of the class to consider why this might be the case (i.e., that students with disabilities are given few opportunities to control their own lives). If students are slow to respond, offer the following points to begin the discussion:

  – People often wrongly assume that persons with disabilities are not interested in being in control of their own lives.

  – It is sometimes believed that individuals with disabilities are not capable of controlling their own lives.

- Family and friends often worry about the negative consequences that might occur if a person with a disability exercises self-determination.

- Self-determination is often viewed as an all or nothing phenomenon – people are viewed as either being capable of having total control over their lives or no control at all.

- Although some persons with disabilities may not be able to control all aspects of their lives, most have the capacity to control many.

- Inform students that working together, they have the potential to support the self-determination of their partner, whether or not that partner has a disability.
- Have students pair up with their partners. Distribute a copy of *How I Can Support Self Determination* (Handout) to each person.
- Ask each pair to discuss how they might support or have already supported each others' self-determination as they have worked together. Have them complete the handout based on their discussion.

  - Note that the students with disabilities who are experiencing social isolation should also complete the handout and describe how they have or could support their partners. This reinforces their role as "givers" in relationships.

- Allow approximately 15 minutes for the completion of this activity. Reassemble the class and ask each pair to share some of its responses to the first handout question: *How might you support your partner as he or she looks for opportunities to exercise self-determination skills?* If they have trouble answering some questions, you may want to suggest the following responses:

  - Make sure my partner has developed a large list of alternative choices before beginning the process of selecting one.

  - Provide my partner with a lot of opportunities to make choices when we do things together in the community.

  - Remind my partner to consider the short- and long-term consequences of decisions both to themselves and others before making final decisions.

– Support the decisions my partner makes and allow my partner to experience the consequences.

- Ask each pair to share some of its responses to the second handout question: *How might you support your partner as he or she gets the knowledge or information necessary for self-determination?* If they have trouble answering some questions, you may want to suggest the following responses:

  – Make sure that my partner has the necessary experiences to make informed choices.

  – Assist my partner in figuring out how different service systems and organizations (e.g., county social services, transition services, special education, etc.) work.

- Ask each pair to share some of its responses to the third handout question: *How might you support your partner as he or she develops the attitudes or beliefs necessary for self-determination?* If they have trouble answering some questions, you may want to suggest the following responses:

  – Encourage my partner to make decisions that reflect his/her own likes and dislikes.

  – Praise my partner whenever my partner attempts to exercise personal control over his/her life.

  – Help my partner focus on what my partner can do rather than what he/she cannot do.

  – Let my partner know I believe in him/her.

10. Discuss the fine line between advocacy and encouraging the exercise of self-determination in the form of self-advocacy.

- Point out that one form of self-determination is self-advocacy, which is acting on behalf of oneself and asserting one's rights.
- Discuss with students the idea that although advocacy and self-advocacy are not mutually exclusive, one must be careful not to advocate for individuals who can do so for themselves.
- Explain the difference between independence and interdependence to students, stressing the following points:

– We all have a need to be *independent*, to make decisions and choices and to take actions on our own. This need for independence grows as we approach adulthood.

– At the same time, however, we all desire *interdependence*, relationships with others that provide us with support and encouragement in our lives. We feel better, especially in times of crisis, when we are connected to and working with others.

- Point out that being a good advocate means attending to this balance: supporting persons when they need and desire it (interdependence), while also being able to step back and provide individuals with the opportunity to advocate for themselves (independence).
- Explain that knowing when to advocate for someone and when to step back and allow them to handle the situation independently is a difficult task.

– Point out that partners will make some mistakes along the way, and that the best way to strike this balance is for partners to develop an understanding and trust in one another and to practice open, honest communication.

11. Have students practice advocating for each other or allowing their partner to advocate for themselves using the advocacy/self-advocacy simulations provided.

- Pair students with their program partners and form groups of two partner pairs (four individuals).
- Distribute copies of *Advocacy/Self-Advocacy Scenarios* (Handout) and explain to students that in the exercise they're about to do there are no right or wrong answers.
- Direct students to role play each of the four scenarios in the following manner with partner pairs switching off roles with each succeeding scenario:

– Ask one partner pair to volunteer to play the roles of *Yes I Can* program participants in the first scenario. Have the other pair assume the role of the other community members in the scenario (e.g., parents, food server, etc.). Give them a few minutes to figure out their roles.

– Provide students with three to five minutes to act out the first scenario, observing the extent to which facilitators advocate or their partners engage in self-advocacy.

– After three to five minutes of role playing, ask the groups to stop and have members answer the follow-up questions for the first scenario in *Advocacy/Self-Advocacy Scenarios* (Handout).

– After allowing students a sufficient length of time to "debrief" following their role play of the first scenario, have the partner pairs switch roles and act out the second simulation for three to five minutes, and then discuss responses to the second scenario's follow-up questions.

– Continue the activity through all four scenarios or until you feel that each pair has had sufficient practice.

- Bring the class back together as a large group and have students discuss their reactions to the exercise. Some possible discussion questions include:

– Were there simulation scenarios in which a person advocated for their partner and the partner would have preferred to handle the situation on his or her own?

– How did it feel to the person with a disability to have another person advocating for them?

– Were their situations in which facilitators did not intervene and their partners really would have wanted them too?

– In what way were partners able to let their facilitators know whether they wanted someone to advocate for them?

- After exploring these questions pertaining to the simulations, ask if anyone in the class has encountered situations during their community activities in which either advocacy or self-advocacy was necessary. Ask the students involved how they handled the situation: Was advocacy, self-advocacy, or a combination of the two used?
- Stress the point that making decisions as to whether to advocate, self-advocate, or simply walk away from a situation (e.g., in a situation in which taking this course of action

would place the participants in danger) is a very personal decision. It must be based upon:

– The self-advocacy ability of the person with a disability.

– The desire of the person with a disability to advocate for himself/herself.

– The specific context or situation.

– The outcomes desired by the partners.

– The probable outcomes that would occur given the various decisions regarding advocacy/self-advocacy the partners could make.

- Point out to students that decisions in this area don't have to be either/or, but that standing up for one's rights can be based upon collaboration or a combination of advocacy and self-advocacy.

– In addition, stress that decisions in this area will need to be revisited on a regular basis as partners get to know one another and as their capacity to advocate and self-advocate grows.

12. Discuss the important role that attitudes and beliefs play in the exercise of self-determination and self-advocacy.

- Point out to students that, many times, people have skills and knowledge that they do not use because of their attitudes and beliefs.

– Some persons, for example, are capable of speaking out and advocating for themselves, but fail to do so because of their beliefs about themselves. They may believe that they will fail, embarrass themselves or others, or hurt someone they care about.

- Discuss the importance of *self-talk* in determining how we feel about ourselves and the extent to which we use our abilities to their fullest. Important points to cover include:

– Self-talk refers to what we silently say to ourselves about ourselves.

– Self-talk is similar to a tape recording that we record and then play back on numerous occasions.

– Self-talk is based upon our past experiences.

- Point out that some of the messages we give ourselves are empowering and positive. They help us succeed and get through difficult situations. These include messages such as:

  – I'm a good person.

  – I'm going to succeed at this.

  – I'm making progress.

  – I can handle what I'm being asked to do.

  – This is tough but I'm going to finish it.

- Other messages we give to ourselves are negative. These convince us that we can't do things and should give up. Messages of this type include:

  – Nobody likes me.

  – I can't do it.

  – This is impossible.

  – I hate myself.

  – I'm no good.

- Discuss with students that all of us tell ourselves empowering messages and negative messages. One of the main differences between people who use their skills and capacities well and those who don't, is that the former group gives themselves mostly empowering messages while the latter plays back messages that are negative.

13. Have students explore the positive and negative messages they give themselves.

- Break the class down into small groups of four to six students. Distribute *Positive and Negative Messages* (Handout) and ask each group to designate one member as a recorder/spokesperson.

– Instruct students to spend approximately five minutes thinking about and then listing on the handout both the positive and negative messages they tell themselves

– Then have students share these messages with members of their groups and request that they mark those messages that are most common.

- Bring the class together as a large group and facilitate a discussion of the common self-messages students give themselves. To start things off, you might share some of the positive and negative messages you give yourself. In your discussion, make sure to include the following points:

  – For the most part, the negative messages we give ourselves are irrational and not based upon our true capabilities.

  – Whether we give ourselves positive and empowering messages or negative ones is under our control.

  – Many successful athletes practice positive self-talk just prior to their competitions.

  – We can increase the frequency of the empowering messages we give ourselves by consciously making an effort to practice using them in a wide variety of situations.

  – We can decrease the negative messages we give ourselves by monitoring their use and substituting a positive message whenever we find ourselves using negative ones.

- Ask students to spend some time between this and the next class meeting practicing the use of positive messages.

  – Suggest that they first start out silently saying something positive about themselves three times during the day (when they get up in the morning, during a break at school, just before they go to bed) in a non-stressful situation.

  – Suggest that after they have tried this for several days they try using positive messages when they find themselves anxious or lacking in confidence (e.g., talking to a teacher they are having difficulty with, preparing for a test, etc.).

14. Have persons with disabilities from a local self-advocacy group take part in a panel discussion or presentation on self-determination and self-advocacy.

- Ask presenters to first describe how they became self-advocates and developed their skills within this area.
- Have discussants talk about the barriers to self-advocacy and self-determination they have had to overcome and the strategies they have used to successfully accomplish this task.
- Ask presenters to discuss their experiences in self-advocacy groups and describe how these groups have supported their self-determination.
- Invite students to ask questions of the presenters.

15. Conclude the class by letting students know the topics and/ or activities that will be part of the next class.

- Remind students to get together outside class to complete their activity planning sheets.
- Remind students to complete their *Partner Activity Logs* (Handout) after their next outing and bring them to class.

What Is...

Self-determination is believing in yourself, making your own decisions, and being responsible for them.
– High School Student

Self-Determination

Self-determination means being able to do what I think is best for myself, when I think it is best for me to do it, and being able to do it how I want to. Of course, it also means that I need to be accountable for what I do. *– High School Student*

Power, choice, and most important, the right to chase our dreams...The chance to direct our lives the way we want to, not the way others expect us to. *– Self-Advocate*

...To Me?

Definition of Self-Determination

- **Self-determination refers to the natural desire of most people to be in personal control of their own thoughts, feelings, and behavior.**

- **People develop a desire to be in control of their own lives shortly after they are born. This desire to be in control continues throughout life.**

- **A person's level of self-determination is determined by the skills, attitudes, and knowledge they possess as well as the opportunities they are given to exercise personal control.**

- **All persons have a desire for and are capable of some degree of self-determination.**

Self-Determination Skills

- Goal Setting Skills

- Decision Making Skills

- Problem-Solving Skills
- Self-Regulation Skills

- Self-Advocacy Skills
- Independent Living Skills

- Social Skills
- Communication Skills

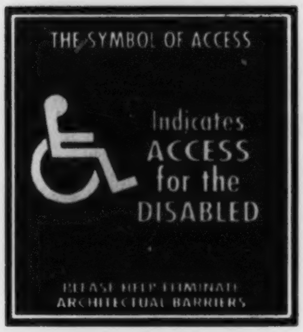
Self-Determination Attitudes/Beliefs

- Self-Confidence
- Internal Locus of Control
- Determination
- Self-Esteem

Self-Determination Knowledge

- **Laws and Rights**

- **The System and Its Resources**


THE SYMBOL OF ACCESS
Indicates ACCESS for the DISABLED
PLEASE HELP ELIMINATE ARCHITECTURAL BARRIERS

- **Self-Awareness**

- **Responsibilities**

Self-Determination is Important for Young Adults

- Increases Motivation
- Encourages Socially Acceptable Behavior
- Promotes Self-Awareness
- Increases Responsibility
- Enhances Learning
- Encourages a Sense of Personal Control
- Enhances Independence and Interdependence
- Improves Self-Esteem
- Encourages Individuals to Create a Vision
- Enhances Quality of Life
- Enhances Inclusion
- Promotes Self-Advocacy
- Develops Decision-Making Skills

How I Can Support Self-Determination

1. **How might you support your partner as he or she looks for opportunities to exercise self-determination *skills*?**

   Idea #1:

   Idea #2:

   Idea #3:

2. **How might you support your partner as he or she gets the *knowledge or information* necessary for self-determination?**

   Idea #1:

   Idea #2:

   Idea #3:

3. **How might you support your partner as he or she develops the *attitudes or beliefs* necessary for self-determination?**

   Idea #1:

   Idea #2:

   Idea #3:

Advocacy/Self-Advocacy Scenarios

Role play each of the following four scenarios, pausing after each to answer and discuss the three follow-up questions.

1. *Scenario #1:* You and your partner are ordering food at a restaurant. The servers only look at and converse with the one of you without a visible disability, ignoring your partner even when that person is the one asking questions. How do you respond? Act out this scenario, with two of you playing *Yes I Can* partners, and two of you playing restaurant staff.

   Follow-Up Questions

   How did it feel to have someone (advocate for me/self-advocate) in the situation?

   If I actually experienced this situation in the community, would this have been what I would have desired to happen?

   What, if anything, would we want to do differently if this situation occurred while we were in the community?

2. *Scenario #2:* You and your partner have just taken your seats at a crowded movie. The persons you have seated yourself next to make several nasty comments about one of you having a disability and tell you that you would be better off moving to another seat. How do you respond? Act out this scenario, with two of you playing the *Yes I Can* partners, and two of you playing the people who are next to you in the theater.

   Follow-Up Questions

   How did it feel to have someone (advocate for me/self-advocate) in the situation?

   If I actually experienced this situation in the community, would this have been what I would have desired to happen?

   What, if anything, would we want to do differently if this situation occurred while we were in the community?

3. *Scenario #3:* You and your partner would like to go to a weekend party together. The parents of the individual with a disability, however, have said "no" because they don't believe it will work out. How do you respond? Act out this scenario, with two of you playing the *Yes I Can* partners, and two of you playing the parents.

   Follow-Up Questions

   How did it feel to have someone (advocate for me/self-advocate) in the situation?

   If I actually experienced this situation in the community, would this have been what I would have desired to happen?

   What, if anything, would we want to do differently if this situation occurred while we were in the community?

4. *Scenario #4:* You and your partner decide to join one of your school's athletic teams. Even though no one who wants to take part has ever been cut from the team, the two coaches of the team tell you that they have never worked with a student with a disability and that you'll just have to find something else to do together. How do you respond? Act out this scenario, with two of you playing the *Yes I Can* partners, and two of you playing the coaches.

   Follow-Up Questions

   How did it feel to have someone (advocate for me/self-advocate) in the situation?

   If I actually experienced this situation in the community, would this have been what I would have desired to happen?

   What, if anything, would we want to do differently if this situation occurred while we were in the community?

Positive and Negative Self-Talk

Write down both the positive and negative messages you tell yourself throughout a typical day. After all members of your group have finished, share these messages with each other and have one member of your group record those messages that are most common.

Positive/Empowering Messages	**Negative/Disempowering Messages**

Lesson 17
Person-Centered Planning for Social Inclusion

Objective

The purpose of this lesson is to introduce students to a planning process that focuses on individual capacities rather than deficiencies, and can result in enhanced social inclusion.

Key Learning

At the end of this lesson, students should be able to:

- Understand the differences between traditional and person-centered approaches to planning for the future.
- Explain the differences between capacity/ability and deficiency/disability descriptions of other individuals.
- Understand the person-centered social inclusion planning process and develop a sample inclusion plan.
- Work collaboratively with their partners to develop action plans that will facilitate social inclusion after participation in the *Yes I Can* program has ended.

Materials

- ***Instructor Readings***
  Reading 1: *It's Never Too Early, It's Never Too Late.* (See Appendix for instructions on ordering).
  Reading 2: *It's My Meeting: A Family/Consumer Pocket Guide to Participating in Person-Centered Planning.* (See Appendix for instructions on ordering).
  Reading 3: *Sample Maps*

- ***Overheads***
  Overhead 1: *Disability-Centered vs Person-Centered Planning*
  Overhead 2: *Steps of Person-Centered Planning*
  Overhead 3: *Map 1: Preferences*
  Overhead 4: *Map 2: Past Social Relationships and Activities*
  Overhead 5: *Map 3: Current Social Relationships and Activities*
  Overhead 6: *Map 4: Community Connections*
  Overhead 7: *Map 5: Likes and Dislikes*
  Overhead 8: *Map 6: What Makes You a Good Friend to Others?*
  Overhead 9: *Map 7: Challenges and Resources*
  Overhead 10: *Map 8: Worries, Fears and Concerns*
  Overhead 11: *Map 9: My Vision for the Future*
  Overhead 12: *Making an Action Plan*

- ***Handouts***
  Handout 1: *Disability vs Ability*
  Handout 2: *Breaking Down Barriers Scenario*
  Handout 3: *Person-Centered Social Inclusion Planning Packet*

Instructor Preparation

1. Purchase and read *Instructor Readings 1* and 2 (Books).

2. Obtain and preview *It's Never Too Early, It's Never Too Late* (Videotape).

3. Become familiar with the sample maps in *Instructor Reading 3*.

4. Duplicate handouts and prepare overhead transparencies.

Lesson Plan

1. **Review and discuss the partner activities for the past week.**

- Gather students into a circle, and ask partners to share some of the experiences they had in their weekly community activities. Encourage them to use their *Partner Activity Logs* to refresh their memories. Possible discussion questions are:

  – What activity did you engage in?

  – How did you like it?

– Did you discover or learn anything new that the rest of the class might like to know about?

– What worked well and what would you do differently?

- Make sure that each pair of students is given the opportunity to share. Provide reinforcement for their efforts at carrying out a partner activity regardless of their success.
- After you have completed the discussion, collect the student logs and review them prior to the next session. In reviewing, note any common concerns or problems encountered, and discuss them with the entire class next time.

2. **Begin preparation for the next partner activities using new copies of *Planning a Community Activity* (Handout) and *Partner Activity Log* (Handout) duplicated from Lesson 5.**

- Distribute new copies of the planning form and activity log to each student.
- Have students get together with their partners and begin planning their next activities. Allow about 15 minutes.

– As they plan, move among them and make sure their plans are appropriate, provide opportunities for interaction with people in addition to their partners, and are complete.

– After about 15 minutes, inform them that they will now have to arrange a time to meet with their partner outside of class to finish the plan prior to their activities. Allow a couple of minutes for that to take place.

3. **Introduce today's topic – planning for the future – as an activity from which all individuals can benefit.**

- Ask students to take a minute to picture in their minds what they want their lives to be like one year, three years, five years, and ten years from the present.
- After allowing a short period of time for students to think about the question, ask for one to three individuals to volunteer to describe their visions for their futures.

– As students describe what they would like to do with their futures, inquire as to whether they have developed specific plans to achieve their goals. If they have such plans, ask them to briefly describe them.

- Following student descriptions, ask the class to show, by raising their hands, how many persons have seriously considered what they would like their lives to be like five and ten years into the future, *and* have developed plans to pursue and achieve their goals.

- Explain that if anyone wants to achieve personal goals in life, whether a person with or without a disability, one needs to:

– Create a personal vision or dream for the future.

– Develop a set of plans that will help one achieve that dream.

– Carry out those plans.

– Check on a regular basis to see if one is getting closer to one's goals.

– Change one's plans when necessary.

- Let students know that few people plan for their futures on a regular basis, but that the process is not hard.

– Point out that the process has the potential to dramatically increase the quality of life one leads, and can be used in planning for any area of life including work, education (high school, college, and technical school), recreation and leisure activities, and social relationships.

4. Explain the importance of person-centered planning for persons with disabilities.

- While acknowledging that planning for the future is important for all individuals, ask the class why planning for the future would be especially important for persons with disabilities.

– As students answer, list their responses for all to see.

- Use student responses to initiate a discussion of the important role that planning for the future can play in the lives of individuals with disabilities. Cover the following points:

– In order to live high quality lives within the community, persons with disabilities often need additional supports that will be available only if they are specifically planned for.

– Unfortunately, when planning for the future is undertaken for persons with disabilities, the interests and goals of the person with a disability are often not fully considered. Planning of this type is often directed by professionals and focused on the goals *they* think are best for the person.

– Individuals with disabilities often have to overcome many societal barriers (e.g., others not paying attention to their capacities but focusing on their disabilities) to reach their personal goals. Working together with a team of persons who support an individual's dream for the future dramatically increases the likelihood that they will attain it.

5. **Compare and contrast disability-centered planning and person-centered planning.**

- Point out that planning processes for persons with disabilities have been used in medical, special education, residential, and vocational services for many years.

  – Until recently, these services used a planning style that focused only on the person's disabilities. It was based on a medical model of planning that looked for a person's deficits or what they could *not* do, and relied on decisions made by the professionals delivering the services.

  – Recently, many human service agencies have decided to switch to another style of planning, *person-centered planning,* that is based on listening to the consumers of services and developing service plans based upon their dreams and personal goals.

- Using *Disability-Centered versus Person-Centered Planning* (Overhead), discuss each of the following points:

  – *Disability-centered planning* focuses on the qualities or skills a person *does not* have; it is deficiency-based (medical model). In this approach it is believed that professionals are the experts with the knowledge to discover what people with disabilities really need and are the ones best able to decide what services will "fix" the person. Information from individuals with disabilities or their families is rarely used to determine the types and extent of services needed.

– *Disability-centered planning* seeks services to "fix" deficiencies that are seen to exist within people. For example, people may be taught sets of skills they do not currently possess. In addition, the services a person receives are selected from those that are already available rather than looking for ways to create or locate what is needed.

– *Person-centered planning* is based on the belief that people with disabilities have the right to be seen primarily as persons with capacities and abilities. It looks at their qualities and abilities, and builds on them. In this approach, service providers treat the person and their family as the experts and listen to their needs and goals. This type of planning considers things that need to happen so that an individual can fully participate in society, and then seeks supports to make those things happen.

– *Person-centered planning* seeks to find or create services specifically designed to support an individual with disabilities within their family, neighborhood, school, and community. If a support is needed but not currently available, members of the planning team develop methods through which to create the necessary support. For example, peer facilitators such as *Yes I Can* partners may support a person with disabilities in making friends and participating in recreational activities.

- Emphasize the idea that person-centered planning is ability- or capacity-based, and that the key to this form of planning is to focus on what the person is able to do as opposed to what they are not able to do. Note the following:

  – This approach develops plans that build upon and support an individual's abilities.

  – In order to be able to do this, however, program developers need to become better able to "see" or identify abilities and capacities.

- Have the class divide into small groups of two to four individuals. Distribute a copy of *Disability versus Ability* (Handout) to each group. Identify one group member to serve as a recorder or spokesperson.

- Inform students that this is an exercise in identifying abilities. Their task is to read each of the personal descriptions provided and, as a group, develop two statements: a negative statement that focuses on what the person *cannot* do or what the person *lacks;* and a positive ability-based description of what the person *can* do, or the talents, resources, and abilities they *have*.

- Before students begin the exercise, as a class read through the example on the handout.

  – If necessary, work through an additional item on the handout as an example. One possibility is item #1: *A student who shouts out answers in class rather than raising his/her hand.* Negative: This is a disruptive student who can't exercise personal control. Positive: This is a student who gets really excited about learning.

- Allow students approximately 15-20 minutes to complete the exercise and then bring the class together as a large group.

- Have students discuss their experience using the following questions to initiate discussion:

  – Which descriptions were easier to develop – negative or positive?

  – Why might many people have a more difficult time developing ability-based descriptions of individuals with disabilities?

  – What is likely to happen if our perceptions of persons with disabilities are based primarily upon what they *cannot* do as opposed to their strengths?

  – Who would it be easier to develop ability-based descriptions about: a person whom you knew well or someone who you had just met? Why might that be the case?

- Complete the activity by warning students that most persons, including many professionals, fail to view individuals with disabilities as persons with the ability to plan for their own lives. As a result they often fail to involve these persons in their own planning and underestimate their potential.

6. **Introduce the process of person-centered social inclusion planning**

- Introduce students to the person-centered planning process by providing them with a brief overview of the planning process. In your discussion, cover the following basic steps to person-centered planning:

  – All person-centered planning begins with a focus person who has dreams for making his/her situation better. For example, an individual may want to get a college degree or make new friends.

  – The focus person identifies a circle of support – a group of family, friends, teachers, coaches, etc., who will make a commitment to help them. These are people who will be willing to get together over time and assist the person in achieving his/her dreams.

  – The support group meets several times to learn more about the focus person and assist them in developing a vision for the future – what the person would like his/her life to look like six months, one year, and even further down the road.

  – The person's vision is then broken down into a series of goals and objectives to be accomplished and the group develops action plans so that these goals will be achieved.

  – The action plans are carried out, and the person and his/her circle of support meet as needed to monitor progress and, when necessary, make changes in the action plans or the person's vision for the future.

7. **Discuss how person-centered planning can enhance social inclusion**

- Explain to students that person-centered planning has been found to be a very good tool for enhancing social inclusion.

- Distribute a copy of *Breaking Down Barriers Scenario* (Handout) to each student. Read through the scenario aloud, requesting that students follow along.
- Ask students to identify Julie's personal vision or overall goal in the scenario (become more involved in school activities, develop social relationships and new friends). As students respond, list their answers for all to see.
- Ask students to list potential barriers to Julie achieving her vision. As they respond list their answers for all to see. Make sure the barriers students identify include the following:

  – Lack of physical accessibility to yearbook/newspaper offices.

  – Mandatory attendance at retreat (need for someone to provide personal care support services).

  – Other students do not know Julie and have not previously interacted with persons with significant physical disabilities.

  – Other students have no experience communicating with individuals who use assistive communication devices.

  – Attitudes of teachers who serve as advisors.

  – Accommodations that would likely need to be made for Julie to write for either of the publications (e.g., large key keyboard, etc.).

- Divide the class into small groups of three to four students and ask one person from each group to serve as a recorder or spokesperson.
- Assign a minimum of one barrier to social inclusion from the scenario to each group and ask group members to brainstorm as to how the barrier could be overcome or minimized.

  – As students work to develop ideas as to how barriers might be eliminated, encourage them to think about the resources that would be needed to accomplish this, who might assume responsibility for the work to be undertaken, and how long it might take to achieve the necessary changes.

- Allow 10-15 minutes for brainstorming for each barrier a group is assigned, and then bring the class back together.

- Ask the recorders for each group to identify the barrier(s) on which they were assigned to work and describe the plan(s) they developed to remove or minimize barriers.

  – After each groups' plan is presented, encourage other members of the class to analyze it and make suggestions for improvement.

- Review the process that students just undertook, relating the steps they followed in working with the scenario to the steps typically undertaken in person-centered planning. Be sure to point out the following:

  – The entire process was based upon Julie's personal vision, not that of someone else.

  – The first step in the process was to identify Julie's vision.

  – The process identified what was needed in order to make Julie's vision a reality.

  – Brainstorming was used to develop action plans to move Julie closer to her vision.

  – As part of developing action plans, the resources needed to carry out potential plans were assessed as well as responsibilities for their implementation.

8. **View and discuss the first 12 minutes of *It's Never Too Early, It's Never Too Late* (Videotape).**

- Explain to the students that personal futures planning is a specific type of person-centered planning and that the videotape gives a good idea as to how the process works.

- Show *It's Never too Early, It's Never Too Late* (first 12 minutes).

- After viewing the videotape, ask if any student in the class has ever attended an Individual Educational Plan (IEP) meeting. If this has occurred, ask that they describe the process that was used and the extent to which they were involved in planning for their education.

  – If no one volunteers, provide students with a quick overview of how the process has traditionally been run (i.e., professionals in control, little involvement of student, professionals present plan based upon existing programs to parents who are then asked to approve it).

- Initiate a discussion of how person-centered social inclusion planning and the process used in the videotape are different from that employed in a traditional IEP meeting. As students respond, list their answers on the board for all to see. Make sure the following points are covered:

  – The person-centered planning process focuses on the capabilities of the person and uses a "treasure hunt" approach to discover what these are.

  – Person-centered planning uses natural supports (e.g., peers, parents and other family members, neighbors, etc.) to help the person achieve their vision instead of relying only on paid professionals.

  – The process doesn't just rely on already available "programs," but uses creative processes to develop solutions that meet the unique needs of individuals.

  – Person-centered planning puts persons with disabilities in charge. The vision developed is theirs, not someone else's. The development, monitoring, and evaluation of action plans includes the person with a disability as much as possible.

  – The process supports the person in many different environments including their family, school, neighborhood, and community.

9. Discuss how person-centered social inclusion planning can be used within the context of the *Yes I Can* program.

- Inform students that over each of the next several class sessions they will work on an informal person-centered social inclusion planning process for each class member with a disability who desires to be more socially connected (i.e., *not* the inclusion facilitators).

- Point out that to carry out the formal person-centered planning process demonstrated in the videotape, it takes a professionally trained facilitator.

– Emphasize that, as students, they are not expected to conduct a *formal* person-centered planning process, but will use it informally to improve social inclusion.

- Explain that during the next several weeks they will spend time in and outside of class developing a plan to ensure that the gains that students make in their social inclusion through taking part in the *Yes I Can* program are maintained after their participation in the program has ended.

- Point out that partners will work together to do the following:

  – Identify the focus person's vision for social inclusion.

  – Develop a set of short- and long-term goals to help reach that vision.

  – Develop a list of potential barriers and challenges to inclusion.

  – Generate a list of needs and supports that will be required for the focus person to achieve their vision.

  – Produce drafts of action plans designed to help make the focus person's vision become a reality.

- After partners have completed the process they will share the plans they have developed with the rest of the class and, if they desire, with their parents/guardians.

  – In some cases, it may also be advisable for partners to share the vision and plans they develop at the student's next educational planning meeting.

10. Walk students through Steps 1 and 2 of the person-centered social inclusion planning process using *Person-Centered Social Inclusion Planning Packet* (Handout).

- Ask students to pair off with their partners. Explain again that the person-centered planning process used in class will focus only on the student with a disability who desires to be more socially connected (*not* facilitators).

- Distribute one copy of *Person-Centered Social Inclusion Planning Packet* (Handout) to each pair.

– Let students know that completing the worksheet will be an ongoing process taking place over several weeks, and inform them of how to reach you for assistance between classes.

- Display *Steps of Person-Centered Planning* (Overhead) and explain that you will describe each step, and then they will have a chance to practice it immediately.

  – Note that during the practice times, if there are individuals who are not able to read or write easily, their partners should assist in whatever ways are needed.

- Explain *Step 1: Decide to Make a Change.* In this initial step, focus persons will decide what kind of changes they would like to make in their social lives.

  – Point out that in actual person-centered planning the changes could be in any area of life, including to get a job, learn to drive, take certain classes, or join a club.

  – Note that some possible changes focus persons might want to make in the area of social inclusion could include having more friends, participating in more community activities, developing a closer relationship with a particular friend, meeting new people, or developing new friendship skills.

  – Tell students that as they proceed through *Person-Centered Social Inclusion Planning Packet* (Handout) in a few minutes, the focus persons will think about the kind of changes they want to make to improve their social inclusion.

- Explain *Step 2: Develop a Circle of Support.* In this second step of person-centered social inclusion planning, focus persons will identify those individuals who may be willing and able to work with them to support the changes that are desired.

  – The group of individuals is referred to as a *circle of support.* A circle of support can range from 1 – 25 or more individuals and is likely to vary in size and composition over time.

  – One of the best ways to identify the people who could be part of a circle of support is by having focus persons make a list of all the people in their lives whom they feel they can trust and rely on for support and assistance. The people can be friends, people met through *Yes I Can,* clergy, teachers, counselors, family members, or neighbors, to name a few.

– Direct partners to work together for 5-10 minutes now to make a list of names of people whom the focus persons could trust and rely on, and may want to include in the circles of support.

– Point out that there will be another opportunity later in this lesson to make a plan for inviting some of those people to be part of the circles of support. At this point focus persons should simply make lists of people.

11. **Walk students through Step 3 of the person-centered social inclusion planning process using *Person-Centered Social Inclusion Planning Packet* (Handout). When creating maps, draw upon the ideas presented in the samples in *Instructor Reading* 3.**

- Explain that in *Step 3: Create a Personal Vision for the Future,* focus persons create their visions for their social life.

  – Note that if a person were doing a formal planning process, this part of it would be led by a facilitator and would involve many people who are part of the person's circle of support.

- Explain that in order to help create a vision for the future, focus persons draw a series of "maps" or pictures to help identify what they want their social lives to be like.

  – These include maps of the focus person's Preferences; Past Social Relationships and Activities; Current Social Relationships; Community Connections; Likes and Dislikes; Friendship Traits; Challenges and Resources; Worries, Fears and Concerns; and Visions for the Future.

  – Point out that when the maps are completed they are used to help focus persons and their circles of support make plans for reaching their visions and goals.

- Direct partners to turn to *Map 1: Preferences* in their copy of *Person-Centered Social Inclusion Planning Packet* (Handout).

  – Point out that the purpose of this map is to explore the relationships and activities that focus persons have enjoyed through *Yes I Can*.

– Explain that focus persons will draw pictures that answer each of the questions at the top of the map.

– Using *Map 1: Preferences* (Overhead) draw pictures on the overhead that demonstrate how students can create images to illustrate the answers to each of the following questions on the handout: Thinking about the activities that you and your partner have been involved in through *Yes I Can,* which have you enjoyed doing most? Thinking about the people whom you and your partner have met, who have you most enjoyed being with?

– Direct partners to think about the answers to the questions and then create Map 1 for the focus persons. Allow approximately 10-15 minutes to complete this map.

- Direct students to turn to *Map 2: Past Social Relationships and Activities* in their copy of *Person-Centered Social Inclusion Planning Packet* (Handout).

– Point out that the purpose of this map is to explore past relationships and activities that focus persons have considered important.

– Explain that focus persons will draw pictures that answer each of the questions at the top of the map.

– Using *Map 2: Past Social Relationships and Activities* (Overhead) draw pictures on the overhead that demonstrate how students can create images to illustrate the answers to each of the questions on the handout: Who did you spend time with in the past – family and friends (think back to several months ago, or last year, or when you were younger)? How often did you spend time with each person? What activities did you do with each person? Who knew whom in your social network?

– Direct partners to think about the answers to the questions and then create Map 2 for the focus persons. Allow approximately 10-15 minutes to complete this map.

- Direct students to turn to *Map 3: Current Social Relationships and Activities* in *Person-Centered Social Inclusion Planning Packet* (Handout).

– Point out that the purpose of this map is to identify current relationships that focus persons consider important for companionship, information, and social/emotional support.

– Explain that focus persons will draw pictures that answer each of the questions at the top of the map.

– Using *Map 3: Current Social Relationships and Activities* (Overhead) draw pictures on the overhead that demonstrate how students can create images to illustrate the answers to each of the questions on the handout: What people do you spend time with who are family and friends? How often do you spend time with each person? What activities do you do with each person? Who knows who in your social network? Who from your first map – Past Relationships – would you like to have on your current relationship map?

– Direct partners to think about the answers to the questions and then create Map 3 for the focus persons. Allow approximately 10-15 minutes to complete this map.

- Direct students to turn to *Map 4: Community Connections* in their copy of *Person-Centered Social Inclusion Planning Packet* (Handout).

– Point out that the purpose of this map is to identify places in the community where focus persons currently participate in activities or would like to participate.

– Explain that focus persons will draw pictures that answer each of the questions at the top of the map.

– Using *Map 4: Community Connections* (Overhead) draw pictures on the overhead that demonstrate how students can create images to illustrate the answers to each of the questions on the handout: What places do you go to in the community? What school or community groups are you interested in joining? What are the names of people you'd like to get to know better who are members of these groups?

– Direct partners to think about the answers to the questions and then create Map 4 for the focus persons. Allow approximately 10-15 minutes to complete this map.

- Direct students to turn to *Map 5: Likes and Dislikes* in their copy of *Person-Centered Social Inclusion Planning Packet* (Handout).

– Point out that the purpose of this map is to list the likes and dislikes in social interactions of focus persons.

– Explain that focus persons will draw pictures that answer each of the questions at the top of the map.

– Using *Map 5: Likes and Dislikes* (Overhead) draw pictures on the overhead that demonstrate how students can create images to illustrate the answers to each of the questions on the handout: What kinds of things do you already do that are fun? What are some things that you would like to do for fun that you don't do now? What kinds of people do you like to be around? What kinds of people do you not like to be around?

– Direct partners to think about the answers to the questions and then create Map 5 for the focus persons. Allow approximately 10-15 minutes to complete this map.

- Direct students to turn to *Map 6: What Makes You a Good Friend to Others?* in their copy of *Person-Centered Social Inclusion Planning Packet* (Handout).

– Point out that the purpose of this map is to identify the characteristics of focus persons that will help them make and keep friends.

– Explain that focus persons will draw pictures that answer each of the questions at the top of the map.

– Using *Map 6: What Makes You a Good Friend to Others?* (Overhead) draw pictures on the overhead that demonstrate how students can create images to illustrate the answers to each of the questions on the handout: What characteristics do you have that make you a good friend to others? How do you treat others? What are some of the nice or thoughtful things you do for others? When you're with others what do you do to strengthen your relationships with them?

– Direct partners to think about the answers to the questions and then create Map 6 for the focus persons. Allow approximately 10-15 minutes to complete this map.

- Direct students to turn to *Map 7: Challenges and Resources* in their copy of *Person-Centered Social Inclusion Planning Packet* (Handout).

– Point out that the purpose of this map is to identify barriers to social inclusion and locate supports and resources to remove and/or minimize them.

– Explain that focus persons will draw pictures that answer each of the questions at the top of the map.

– Using *Map 7: Challenges and Resources* (Overhead) draw pictures on the overhead that demonstrate how students can create images to illustrate the answers to each of the questions on the handout: What makes it hard for you to do things in the community with others? What would make it easier for you to do things in the community with others? What makes it hard for you to meet new people and make friends? What would make it easier for you to meet new people and make friends?

– Direct partners to think about the answers to the questions and then create Map 7 for the focus persons. Allow approximately 10-15 minutes to complete this map.

- Direct students to turn to *Map 8: Worries, Fears and Concerns* in their copy of *Person-Centered Social Inclusion Planning Packet* (Handout).

– Point out that the purpose of this map is to allow focus persons to voice any apprehension or anxieties that may interfere with plans for social inclusion.

– Explain that focus persons will draw pictures that answer each of the questions at the top of the map.

– Using *Map 8: Worries, Fears and Concerns* (Overhead) draw pictures on the overhead that demonstrate how students can create images to illustrate the answers to each of the questions on the handout: What are you most afraid might happen as you try to develop friendships? What are you most afraid might happen as you try to be involved in social activities?

– Direct partners to think about the answers to the questions and then create Map 8 for the focus persons. Allow approximately 10-15 minutes to complete this map.

- Direct students to turn to *Map 9: My Vision for the Future* in their copy of *Person-Centered Social Inclusion Planning Packet* (Handout).

– Point out that the purpose of this map is to help focus persons clarify what they desire in social relationships and activities.

– Explain that the focus persons will draw pictures that answer each of the questions at the top of the map.

– All previous maps are used to help give direction to the dream for social inclusion.

– Using *Map 9: My Vision for the Future* (Overhead) draw pictures on the overhead that demonstrate how students can create images to illustrate the answers to each of the questions on the handout: During the next year, what would you like to change about your relationships with others? What places in the community would you like to go to on a regular basis? What groups or organizations would you like to join? Who would you like to get closer to and spend more time with? Who would you like to meet? Looking back at *Map 2: Past Social Relationships and Activities*, are there people on that map who are no longer part of your social network but you would like them to be?

– Direct partners to think about the answers to the questions and then create Map 9 for the focus persons. Allow approximately 10-15 minutes to complete this map.

12. **Walk students through Step 4 of the person-centered social inclusion planning process using *Person-Centered Social Inclusion Planning Packet* (Handout).**

- Explain that in *Step 4: Develop Action Plans* the focus persons and their circles of support brainstorm to create action plans that will help make each person's social dreams a reality.

– Point out that if this were the formal planning process, focus persons would work with their circles of support to create plans for reaching their short- and long-term goals, which may include finding ways to remove barriers to social inclusion.

– Note that for this class, partners will work together to develop the plan.

- Use *Making an Action Plan* (Overhead) to walk through the steps in creating an action plan. The steps include:

  – Writing down or saying (again) each focus person's personal vision for social inclusion (from Map 9).

  – Breaking down the visions into goals or steps toward which to work, and picking one social inclusion goal each focus person would like to accomplish on the way to making that vision happen.

  – Thinking of ways to reach each goal, and listing them as action steps in specific and concrete language.

  – Stating how long it will take to complete each step.

  – Identifying people from their circles of support whom they will ask to help in carrying out each step.

  – Listing other people, organizations, and resources they can use or will need to complete each step.

- Direct partners to work together to identify one social inclusion goal that the focus persons would like to reach, and to follow the directions on *Person-Centered Social Inclusion Planning Packet* (Handout) to develop action plans for reaching those goals.

  – Make sure that they list a series of small, achievable action steps for reaching the goals.

13. Walk students through Step 5 of the person-centered social inclusion planning process using *Person-Centered Social Inclusion Planning Packet* (Handout).

- Explain that in *Step 5: Carry Out the Action Plans* the focus persons and their circles of support work together to carry out the action plans they've developed.

  – Point out that in actually carrying out the formal planning process, the focus persons would continue to meet with their circles of support over time as they carry out the action plan.

- Direct partners to identify the people in the focus persons' circles of support who could assist them in carrying out their action plans. Have them refer to the list of names that was created in Step 2.

– Instruct partners to make a new list with just these names for Step 5 in the *Person-Centered Social Inclusion Planning Packet* (Handout).

- Direct each set of partners to determine and write down a specific date and time when they would like to ask each of the potential members to join the focus persons' circles of support, and how they will ask (phone, in-person, letter).

  – Emphasize that the focus persons do the actual asking, and their partners are present for support.

- Instruct partners to work together to identify what the focus persons would like to say to potential members. Partners may want to write out a script on the handout.

- Explain that when the partners meet with potential circle of support members, the focus persons should have with them copies of the action plan sheets being completed today. The partners should go through the sheets with the potential circle members, explaining what the focus person's vision, goals, and plan are.

  – Point out that there is a space in Step 5 on the handout where the partners can note whether each potential circle of support member has said "yes" or "no" to the request.

- Explain that as a final step in creating a circle of support, after all the potential circle of support members have been contacted, the partners will meet to discuss their success at developing the circle of support and, if necessary, identify other people to invite into the circle.

14. Walk students through Step 6 of the person-centered social inclusion planning process using *Person-Centered Social Inclusion Planning Packet* (Handout).

- Explain that in *Step 6: Check the Success of the Action Plans*, the focus persons and members of their circles of support evaluate the effectiveness of the plans they have been carrying out together, as well as progress towards the long-term vision.

– Note that this usually happens in ongoing meetings.

- Point out that when an action plan does not appear to be having the intended effect, group members meet to consider making changes.

- In addition to keeping track of the degree to which action plans have their intended effect, the focus persons and their circles of support evaluate, on at least a periodic basis, the degree of progress that has been made toward the achievement of the personal visions that have been developed.

  – Emphasize that in some cases, the focus person's vision changes and there is a need for further planning.

  – Note that in other instances the action plans have been successfully implemented, but little progress has been made toward the achievement of the focus person's overall vision. The focus persons and their circles of support should then meet again to make necessary adjustments.

- Point out to students that person-centered planning is an ongoing process that has no real end.

  – As focus persons achieve their original visions, additional visions for the future may develop. It is also possible that their visions for the future will change and that a new round of person-centered planning may be necessary.

15. Conclude the class by letting students know the topics and/or activities that will be part of the next class.

- If students have the option or requirement of a final paper (see page *x* in the Preface to this guide), it may be desirable to assign it at this time for completion by the end of the course.

- Remind students to get together outside class to complete their activity planning sheets.

- Remind students to complete their *Partner Activity Logs* (Handout) after their next outing and bring them to class.

Sample Map 3: Current Social Relationships and Activities

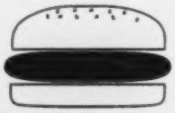
1 Who do you spend time with now – family and friends? Think about last month, or last week, or this week. Draw their pictures and write their first names on this map.

2 How often do you spend time with each person? Next to each picture write how often you spend time with them.

3 What activities do you do with each person? Next to each person's picture draw a picture of the activities you often do with that person.

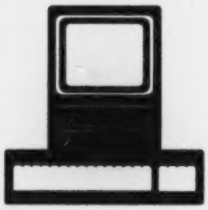
4 Draw a line between people on your map who know each other.

5 Who from your *Map 2: Past Relationships* would you like to have on this map? Write their names and draw a circle around their names.



Rhonda
- every day at school
- we eat lunch

School



Jesse
- every day at school
- we work on computers

Family

Mom, Dad, Mia
(my sister) and
Rafael (my brother)
- Every day we do
lots of things

Community

Pastor Paul, Mrs. Padro, Julie,
Grace, Tom, Henry
- Every Sunday we talk in
church

Uncle Carlos
- We go to his
restaurant on
Friday nights

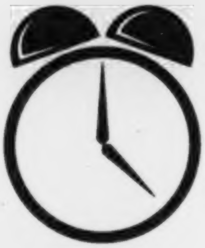
Sample Map 6: What Makes You a Good Friend to Others?

1 What characteristics do you have that make you a good friend to others? Draw pictures that show them on this map.

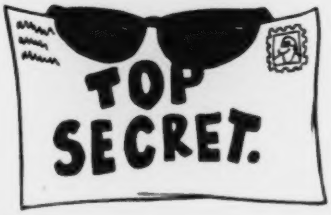
2 How do you treat others? Draw some pictures showing how you treat others.

3 What are some of the nice or thoughtful things you do for others? Draw a picture of those things.

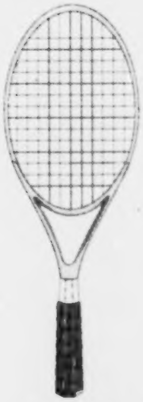
4 When you're with others what do you do to strengthen your relationships with them? Draw a picture of those things.



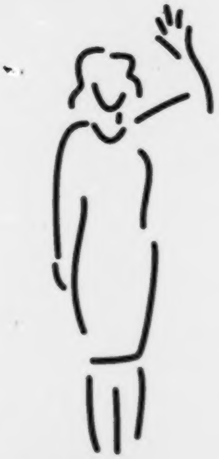
I'm on time



I keep secrets
others tell me



I like to do things
like sports

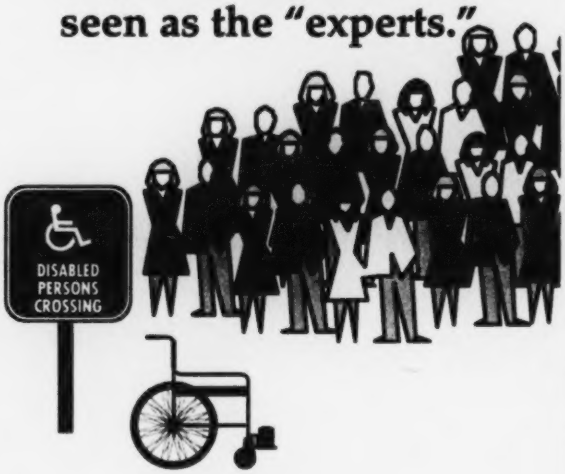


I'm friendly

Disability-Centered versus Person-Centered Planning

Disability-Centered

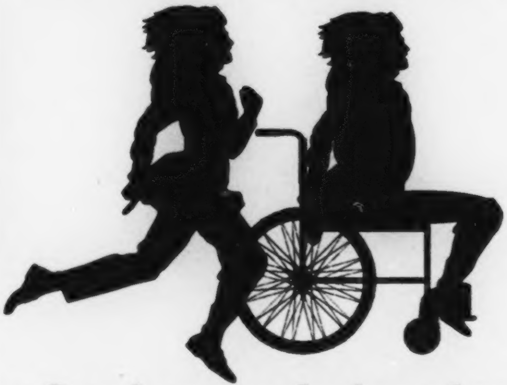
- **The focus is on a person's needs and "deficits" – what the person *can't* do or be. Professionals are seen as the "experts."**



- **Services are designed to "fix" the person's "deficiencies," with an emphasis on fitting the person to existing services.**

Person-Centered

- **The focus is on a person's abilities and strengths – what the person *can* do – and the person's ideas about his/her own life.**



- **Services are designed to support the person in an individualized way in the community so the person can realize his/her dreams.**

Steps of Person-Centered Planning

Step 1: Decide to Make a Change

Step 2: Develop a Circle of Support

Step 3: Create a Personal Vision for the Future

Step 4: Develop Action Plans

Step 5: Carry Out the Action Plans

Step 6: Check the Success of the Action Plans

Map 1: Preferences

2 Thinking about the people whom you and your partner have met, who are the people you have enjoyed being with the most? Draw their pictures and write their first names on the map.

1 Thinking about the activities that you and your partner have been involved in through *Yes I Can*, which have you enjoyed doing most? Draw pictures representing them on the map.

Activities I've Enjoyed Through *Yes I Can*

People I've Enjoyed Through *Yes I Can*

Map 2: Past Social Relationships and Activities

1 Who did you spend time with in the past – family and friends? Think back to last summer, or last year, or when you were much younger. Draw their pictures and write their first names on this map.

2 How often did you spend time with each person? Next to each picture write how often you spent time with them.

3 What activities did you do with each person? Next to each person's picture draw a picture of the activities you often did with that person.

4 Draw a line between people on your map who knew each other.

School

Family

Community

Map 3: Current Social Relationships and Activities

1 Who do you spend time with now – family and friends? Think about last month, or last week, or this week. Draw their pictures and write their first names on this map.

2 How often do you spend time with each person? Next to each picture write how often you spend time with them.

3 What activities do you do with each person? Next to each person's picture draw a picture of the activities you often do with that person.

4 Draw a line between people on your map who know each other.

5 Who from your *Map 2: Past Relationships* would you like to have on this map? Write their names and draw a circle around their names.

School

Community

Family

Map 4: Community Connections

1 What places do you go to in the community for fun? Draw their pictures on this map.

2 What school or community groups are you interested in joining (clubs, teams, organizations, musical or arts groups, etc.)? Draw a picture of each on this map.

3 What are the names of people you'd like to get to know better who are members of these groups? Draw their picture and write their first names next to the picture of the group they belong to.

Places in the Community

Groups I Want to Join

Map 5: Likes and Dislikes

1 What kinds of activities do you already do that are fun? Draw their pictures on this map.

2 What are some activities that you would like to do for fun that you don't do now? Draw a picture of each on this map.

3 What kinds of people do you like to be around? Draw pictures of them that show why you like each of them (for example, you might like someone because they smile a lot or because they help you with your homework).

4 What kinds of people do you not like to be around? Draw pictures of them that show why you dislike each of them (for example, you might dislike someone because they say nasty things or because they push ahead of you in line).

Activities I Like to Do Now

The Kinds of People I Like

Activities I'd Like to Do in the Future

The Kinds of People I Dislike

Map 6: What Makes You a Good Friend to Others?

1 What characteristics do you have that make you a good friend to others? Write words that describe them and draw pictures that show them on this map.

2 How do you treat others? Draw some pictures showing how you treat others.

3 What are some of the nice or thoughtful things you do for others? Draw a picture of those things.

4 When you're with others what do you do to strengthen your relationships with them? Draw a picture of those things.

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Map 7: Challenges and Resources

1 What makes it hard for you to do things in the community with others? Draw pictures that show these challenges on this map.

2 What or who could make it easier for you to do things in the community with others? Draw pictures that show resources that could help remove friendship barriers for you.

3 What makes it hard for you to meet new people and make friends? Draw pictures that show these challenges on this map.

4 What or who could make it easier for you to meet new people and make friends? Draw pictures that show resources that could help remove friendship barriers for you.

Challenges	Resources

Map 8: Worries, Fears and Concerns

1 What are you most afraid might happen as you try to develop friendships? Draw pictures that show the things you're afraid of.

2 What are you most afraid might happen as you try to become involved in social activities? Draw pictures that show the things you're afraid of.

If I try to develop friendships...

If I try to become involved in social activities...

Map 9: My Vision for the Future

1 What activities would you like to do with others on a regular basis starting now and starting a year from now? Draw pictures of them. You may want to use the same pictures you drew for Map 5, question 2.

2 What groups or organizations would you like to join starting now and starting a year from now? Draw pictures of them. You may want to use the same pictures you drew for Map 4, question 2.

3 Who would you like to get closer to and spend more time with starting now? Draw their pictures and write their first names.

4 Who would you like to meet starting now? Draw their pictures and if you know their first names write them on the map.

5 Who from *Map 2: Past Relationships* would you like to spend time with again starting now and starting a year from now?

Now	In One Year

Making an Action Plan

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1. Your personal vision for social inclusion (from Map 9).

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2. A social inclusion goal you would like to achieve.

3. The action steps you can take to reach the goal.		4. When you will do each step (how soon, the date).
1. ____________________	➤	____________________
2. ____________________	➤	____________________
3. ____________________	➤	____________________
4. ____________________	➤	____________________
5. ____________________	➤	____________________
6. ____________________	➤	____________________

5. People from your circle of support whom you will ask to help with the action steps.

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6. Other resources you can use or will need.

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Disability versus Ability

For each of the personal descriptions below write two statements: a negative statement that focuses on what the person *cannot* do or what the person *lacks,* and a positive statement of what the person *can* do or the talents, resources, and abilities they *have.*

Example: *A person who has no friends but strongly desires to develop social relationships.*

Negative: This is a person who is lonely and can't make friends.
Positive: This is a person who is very motivated to make friends.

1. A student who shouts out answers in class rather than raising their hand.

   Negative:
   Positive:

2. An 11-year-old who, on an achievement test, scores at the 3rd grade level in math and spelling, and the 7th grade level in reading.

   Negative:
   Positive:

3. A young man who gets into trouble in school a lot but always seems able to talk his way out of it.

   Negative:
   Positive:

4. A young woman who yells at her peers when she doesn't get what she wants.

   Negative:
   Positive:

5. A person who sets goals for themselves that are beyond his/her ability to achieve.

   Negative:
   Positive:

6. A young woman with severe mental retardation who, without the knowledge of staff, leaves her community residence and is later found at the local community center playing cards with a group of community members.

   Negative:
   Positive:

7. A young man who, because he has a difficult time figuring out simple math problems in his head, now uses a calculator.

   Negative:
   Positive:

9. A person who takes a lot of risks.

   Negative:
   Positive:

10. A young women who always attempts to take on a leadership role in the groups to which she belongs.

   Negative:
   Positive:

11. A young man whose English is difficult to understand but who speaks fluent Spanish.

   Negative:
   Positive:

12. A student who has tried out for the basketball team all four years of high school but was never chosen for the team.

   Negative:
   Positive:

Breaking Down Barriers Scenario

Julie is an intelligent 17-year-old young woman with cerebral palsy who has recently moved into a new school district. Because of her disability she uses both a wheelchair and an augmentative communication device called a light touch talker. This piece of equipment, which looks similar to a lap-top computer, produces synthesized speech when Julie activates specific combinations of keys with a small light stick that she wears around her head. Julie also has a personal care attendant who assists her in taking care of her personal needs, such as getting to and from classes, eating, etc.

Although she is quite shy, Julie would like to become more involved in school activities as a way to get to know her fellow students better and hopefully make some new friends. At the current time, Julie has no friends. She has, however, developed a positive relationship with one of her teachers, Ms. Burkett. In addition, she often eats lunch with a student who takes a history class with her although they have never seen each other outside of school. While talking with Julie, you discover that she loves to write and would like to be involved in an activity that allows her to use her skills in this area. Julie indicates that she would be interested in joining either the school newspaper or yearbook.

Since you know Julie well you begin to investigate whether her involvement in either of these activities might be possible. As you talk to people, you find out that both the school newspaper and the yearbook use rather old computers and have offices in rooms that would not be physically accessible to Julie because they can only be reached by climbing stairs. In addition, one of the requirements of participation in the yearbook and newspaper is to attend a weekend retreat that takes place within the next eight weeks. Although you think they will be quite accepting, none of the students working on either the yearbook or newspaper have met Julie or any other individual with a significant physical disability or have any experience communicating with a person who uses assistive technology. The two teachers who advise the yearbook and newspapers have never worked with students with disabilities, either, and have reputations that suggest that they would not, at least initially, respond in a positive manner to having a person with a disability on staff.

How might a person-centered approach to social inclusion planning assist in developing a set of action plans that would remove the barriers to Julie's personal goal of social inclusion?

Person-Centered Social Inclusion Planning Packet

✱ Step 1: Decide to Make a Change

✱ Step 2: Develop a Circle of Support

- In the space below, list the people you know whom you feel you can trust and rely on for support and assistance.

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✱ Step 3: Create a Personal Vision

- To begin to create your personal vision, complete each of the maps on the following pages when your instructor gives the directions to do so.

Map 1: Preferences

2 Thinking about the people whom you and your partner have met, who are the people you have enjoyed being with the most? Draw their pictures and write their first names on the map.

1 Thinking about the activities that you and your partner have been involved in through *Yes I Can,* which have you enjoyed doing most? Draw pictures representing them on the map.

Activities I've Enjoyed Through *Yes I Can*

People I've Enjoyed Through *Yes I Can*

Map 2: Past Social Relationships and Activities

1 Who did you spend time with in the past – family and friends? Think back to last summer, or last year, or when you were much younger. Draw their pictures and write their first names on this map.

2 How often did you spend time with each person? Next to each picture write how often you spent time with them.

3 What activities did you do with each person? Next to each person's picture draw a picture of the activities you often did with that person.

4 Draw a line between people on your map who knew each other.

School

Family

Community

Map 3: Current Social Relationships and Activities

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Community

Family

Map 4: Community Connections

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3 What are the names of people you'd like to get to know better who are members of these groups? Draw their picture and write their first names next to the picture of the group they belong to.

Places in the Community

Groups I Want to Join

Map 5: Likes and Dislikes

1 What kinds of activities do you already do that are fun? Draw their pictures on this map.

2 What are some activities that you would like to do for fun that you don't do now? Draw a picture of each on this map.

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The Kinds of People I Like

Activities I'd Like to Do in the Future

The Kinds of People I Dislike

Map 6: What Makes You a Good Friend to Others?

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Challenges	Resources

Map 8: Worries, Fears and Concerns

2 What are you most afraid might happen as you try to become involved in social activities? Draw pictures that show the things you're afraid of.

1 What are you most afraid might happen as you try to develop friendships? Draw pictures that show the things you're afraid of.

If I try to develop friendships...

If I try to become involved in social activities...

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4 Who would you like to meet starting now? Draw their pictures and if you know their first names write them on the map.

5 Who from Map 2: Past Relationships would you like to spend time with again starting now and starting a year from now?

Now	In One Year

✱ Step 4: Develop Action Plans

- After the instructor gives the directions, fill out *Making an Action Plan* on the next two pages.

✱ Step 5: Carry Out the Action Plans

- Look at the list of names you made in *Step 2: Develop a Circle of Support*. In the space below, write the names of the people from that list whom you would like to ask to assist with your action plan.
- Next to each name, write the day or date when you plan to ask them to be part of your circle of support. Also write how you will contact them (by phone, in person, by letter).
- In the space at the bottom of the page, you may want to write down exactly what you want to say to them.
- After you've asked each person to be part of your circle of support, in the column that says *Their Response*, write down whether they said "yes" or "no."

Names	*When and How You Will Ask*	*Their Response*

- *What you would like to say as you ask people to be part of your circle of support:*

Making an Action Plan

1. Your personal vision for social inclusion (from Map 9).

2. A social inclusion goal you would like to achieve.

3. The action steps you can take to reach the goal.		4. When you will do each step (how soon, the date).
1.	➤	
2.	➤	
3.	➤	
4.	➤	
5.	➤	
6.	➤	
7.	➤	
8.	➤	
9.	➤	

5. People from your circle of support whom you will ask to help with the action steps.

6. Other resources you can use or will need.

Lesson 18
Making a Difference

Objective

The purpose of this lesson is to instill within students the belief that, working together, they can remove or minimize some of the most critical barriers to the enhanced community inclusion of individuals with disabilities.

Key Learning

At the end of this lesson, students should be able to:

- Identify critical barriers to the enhanced inclusion of persons with disabilities within the school and community.
- Prioritize local barriers to enhanced inclusion.
- Work in teams with other *Yes I Can* participants to develop action plans to minimize or remove barriers to inclusion.
- Implement or begin to implement action plans designed to enhance the inclusion of persons with disabilities.

Materials

- ***Videotape***
  Discover Interdependence (48 minutes). (See Appendix for instructions on ordering).
- ***Overhead***
  Overhead 1: *Steps to Problem Solving*
  Overhead 2: *Advocacy Strategies*
- ***Handout***
  Handout 1: *Overcoming Barriers to Inclusion*
  Handout 2: *Making a Difference Scenarios*
  Handout 3: *Plan of Action to Remove a Barrier*

Instructor Preparation

1. Obtain and preview the videotapes.
2. Duplicate handouts and prepare overhead.
3. Activity #8 may be thought of as a culmination to the *Yes I Can* program. It is designed to provide students with an experience that will instill within them the feeling that, working together, they can effectively remove or minimize barriers to social inclusion. The activity is flexible in that it can be implemented over a short (e.g., one week) or a more extended (e.g., several weeks) period of time. Determine the desired length of time for this activity prior to its assignment. This will allow student selection of barriers they can realistically attempt to remove or minimize over the course of the time available. Prior to class, you may wish to develop a timeline for successful student completion of each of the following phases of problem-solving: identification of a barrier, generation and selection of solutions, development of an action plan, and implementation and evaluation of the action plan.

Lesson Plan

1. **Review and discuss the partner activities for the past week.**

- Gather students into a circle, and ask partners to share some of the experiences they had in their weekly community activities. Encourage them to use their *Partner Activity Logs* to refresh their memories. Possible discussion questions are:

  – What activity did you engage in?

  – How did you like it?

  – Did you discover or learn anything new that the rest of the class might like to know about?

  – What worked well and what would you do differently?

- Make sure that each pair of students is given the opportunity to share. Provide reinforcement for their efforts at carrying out a partner activity regardless of their success.

- After you have completed the discussion, collect the student logs and review them prior to the next session. In reviewing, note any common concerns or problems encountered, and discuss them with the entire class next time.

2. **Begin preparation for the next partner activities using new copies of *Planning a Community Activity* (Handout) and *Partner Activity Log* (Handout) duplicated from Lesson 5.**

- Distribute new copies of the planning form and activity log to each student.
- Have students get together with their partners and begin planning their next activities. Allow about 15 minutes.

  – As they plan, move among them and make sure their plans are appropriate, provide opportunities for interaction with people in addition to their partner, and are complete.

  – After about 15 minutes, inform them that they will now have to arrange a time to meet with their partner outside of class to finish the plan prior to their activities. Allow a couple of minutes for that to take place.

3. **Engage students in a discussion of how some of the major social movements that have created changes in our society have gotten started.**

- Provide students with a brief overview of some of the major social change movements that have occurred within the U.S. during this century, including the following:

  – Labor/unionization movement (1910-1930s)

  – Civil rights movement (1950s - 1960s)

  – Anti-war movement (1960s - 1970s)

  – Women's liberation movement (1960s - 1990s)

  – Gay and lesbian rights movement (1960s - 1990s)

  – Disability rights movement (1990s)

  – Children's ecology movement (1980s - 1990s)

- Referring back to the social change movements discussed, ask students how they think major changes in society or a community are initiated. Suggested questions for discussion include:

  – How do you think social change movements get started?

  – On what scale do you think these movements are typically initiated (e.g., as major change initiatives that encompass thousands of people or as much smaller movements)?

  – How does social change occur, and what keeps it going?

  – Are charismatic leaders such as Rev. Martin Luther King the only individuals who can facilitate lasting social change?

  – Are there examples of social change that you are aware of locally which were started by a small group of people committed to a new way of thinking and doing things?

- Conclude this activity by reinforcing the idea that all social change gets started on a small scale through the work of a few individuals. Without these individuals little change within our society would ever take place.

  – Also point out that most individuals who serve as the leaders of social change movements do not have the power or influence to facilitate social change on their own. Rather, they must work to change the attitudes of larger groups of people and solicit the support of these individuals in bringing about change on a larger scale.

4. **Discuss with students the idea that by working together or in an interdependent fashion all persons have the ability to facilitate social change.**

- In a large group ask students to describe the personal characteristics of the type of people who are capable of bringing about social change.

  – As students respond, write their answers for all to see.

- After allowing sufficient time for students to reply, point out the characteristics most typically associated with the ability to bring about social change: commitment, a passion for a cause, persistence and determination, and the belief that one can change the world.

– Note that these are characteristics possessed by almost everyone.

- Reinforce the idea that the people who bring about social change are quite typical individuals and that all persons with and without disabilities regardless of their age, gender, or color have the potential to bring about change in their society and communities. The key to this potential is working together, or *interdependently*.

5. Show and discuss *Discover Interdependence* (Videotape).

- Show *Discover Interdependence* (Videotape) and discuss the meaning of the word *interdependence*. Note the following meanings:

– Working together to solve difficult problems.

– Mutual trust and support for each other.

– Power and the ability to create change through working as a group.

- Discuss examples of interdependence that occurred in the videotape. Make sure to cover the following:

– People working together on the ropes course.

– The discussion of careers and how job modifications could be made to accommodate persons with disabilities.

– Advocating for one another (e.g., Eric Roth speaking by the campfire).

– Working together to build a wheelchair ramp.

– Cooperating with each other to put on a talent show.

– Spontaneous sharing at the microphone.

- Point out to students that, as individuals, each of us probably does not have very much power or the ability to bring about major changes in our society or communities. By focusing on our interdependence and working together, however, we can bring about major changes (e.g., the passage of laws that forbid discrimination against persons with disabilities, etc.).

- Ask students to identify examples of interdependence that currently exist within their school. As an alternative, have the class brainstorm some ways that they could facilitate greater interdependence within their school.

6. **Have students identify local barriers to the social inclusion of persons with disabilities.**

- Pair students with their *Yes I Can* partners and distribute one copy of *Overcoming Barriers to Inclusion* (Handout) to each pair.
- Ask students to take 5-10 minutes to develop a list of the local barriers to the social inclusion of persons with disabilities and have them list these barriers on their worksheet.
- Inform students that as they complete this task it may be helpful for them to consider the following questions based upon their personal experiences together over the past year:

  – What were the major challenges we had to overcome to participate in school and community activities?

  – What was the hardest part of doing after school and community activities?

  – What were the typical reactions we got from people in the community?

  – What kinds of resources were missing that would have made increased social inclusion more possible?

- Bring the class back together as a large group and ask each pair to describe the barriers to social inclusion they faced in their school and community. As students respond, list their answers for all to see.
- After each pair has contributed, lead the class in a discussion as to the similarities and differences in the barriers they faced. Include in your discussion an examination of the following points:

– Were some barriers experienced by all pairs?

– Which, if any, challenges were unique to specific student pairs?

– Were there some barriers that were encountered more frequently than others?

– What types of barriers were most difficult to overcome?

– Which barriers were so difficult that students were not able to overcome them?

- Make sure that you save the list of barriers that students have created. It will later be used as part of Activity 8 of this lesson.

7. **Have students practice developing strategies to overcome minor as well as major barriers to social inclusion.**

- Ask students to break up into groups of two or three student pairs (four to six students per group) and to designate one individual as a spokesperson.
- Inform groups that the purpose of this exercise is to help them learn how to develop ways to overcome barriers to inclusion that they will experience or have already experienced in the community.
- Provide each group with a copy of *Making a Difference Scenarios* (Handout) and ask them to read Scenario #1.
- After allowing sufficient time for groups to familiarize themselves with the scenario, have participants work together to do the following:

– Identify the specific barriers to social inclusion present in the scenario.

– Develop what they consider to be the best solution that would help them reduce or remove the barriers the persons in the scenarios encounter.

- Suggest to groups that in developing solutions they may first want to use some of the brainstorming techniques that they have learned and develop as many alternative solutions or strategies as they are able.

– Remind students that during this solution generation process, all ideas should be noted and ideas should not be criticized or evaluated.

- Inform each group that after generating a number of alternative solutions they will need to select from among them that solution they believe will be most effective. Point out that in carrying out his process they will need to consider the extent to which each potential solution does the following:

  – Solves the immediate problem.

  – Has a long term impact that will reduce the likelihood of similar problems occurring again.

  – Can effectively be carried out.

  – Will help educate persons in the general community about disabilities and the rights of persons with disabilities.

- After students have reached agreement as to solutions to Scenario #1, ask them to repeat the process for Scenarios #2 and #3.

- Following the completion of the last case study, bring the class back together as a large group and have each group present its ideas as to how to effectively remove those barriers to social inclusion encountered in the scenarios.

- Review the plans developed by each of the groups using the basic criteria noted above. Ask the remaining members of the class to comment on the plans developed by their peers and to make suggestions for changes when they feel they are necessary.

- After all groups have presented their plans for a given scenario, compare and contrast the different strategies generated. Focus your discussion on the following questions:

  – Was there consensus among all groups as to the best strategies to employ in order to minimize or eliminate barriers to social inclusion?

  – What appeared to be the major differences (if any) that existed between the plans generated (e.g., did some groups tend to focus more on short than long term outcomes)?

- Following discussion of the final scenario, point out to students that in many of the situations they encounter in the community there won't necessarily be an obviously "best" solution to a problem or barrier to inclusion they need to overcome. Rather, they will need to take into consideration the following:

  – The specific situation in which they find themselves.

  – The personal goals they have in that situation.

  – The amount of effort or energy they desire to expend.

  – The potential payoffs or consequences (good and bad) of their attempting to change the situation.

- Conclude your discussion of this activity by providing students with a warning that change, especially that which involves changing people's attitudes and the manner in which organizations are run, takes considerable time and effort.

  – As a result, point out that they should not get discouraged if their first attempts to remove or minimize a barrier to inclusion do not work, or the progress they experience is slower than they would like.

8. **Facilitate students beginning to plan how they can personally make a difference in removing barriers to social inclusion within their school and community.**

- *Note to Instructors:* The following activity may be thought of as a culmination to the *Yes I Can* program. It is designed to provide students with an experience that will instill within them the feeling that, working together, they can effectively remove or minimize barriers to social inclusion. The activity is flexible in that it can be implemented over a short (e.g., one week) or a more extended (e.g., several weeks) period of time. Care should be taken to determine the length of time desired to devote to this activity prior to its assignment. This will allow instructors to facilitate students selecting barriers that they can realistically attempt to remove or minimize over the course of the time period devoted to the activity. Prior to class, develop a timeline over which period of time you expect groups to have successfully completed each phase of the problem-solving process. Keep in mind that it may take the remainder of the current class meeting time for students to select a barrier on which to work.

- Inform students that they will now be given an opportunity over the next several weeks (the exact length of which is determined by the instructor) to identify a specific barrier that they believe has a negative effect on social inclusion of persons with disabilities and work to eliminate or minimize the barrier.

- Inform group members that they will be working together as teams to identify barriers to social inclusion within their schools and communities, and develop and implement action plans to remove those barrier(s) to inclusion.

- Present to students a timeline similar to the following which, for the purpose of illustration, is based on a one-month period to complete the assignment:

  – Identify a barrier on which to work – Week 1.

  – Generate, evaluate, and select solutions – Week 2.

  – Develop an action plan to remove or minimize the barrier – Week 3.

  – Implement, evaluate, and, when necessary, modify the action plan – Week 4.

- Review with students the following information from previous modules, found in the overheads for this lesson:

  – *Steps to Problem Solving* (Overhead)

  – *Advocacy Strategies* (Overhead)

- Divide the class up into small groups of two or three student pairs (four to six students each) based upon your knowledge of the individual capacities and challenges faced by students.

- Ask students to take three to five minutes to review the list of barriers to social inclusion they developed as part of Activity 6 of this lesson. Encourage them to add any additional barriers that they believe to be of importance.

- Direct team members to review their individual lists of barriers and then as a team select one on which to focus.

– Warn students that given the amount of time they have available, they will need to select a barrier that they can address in the time available for this project.

– Inform students that they will have time to meet with their teams during up coming classroom sessions, and that at each session they will be asked to report on their efforts.

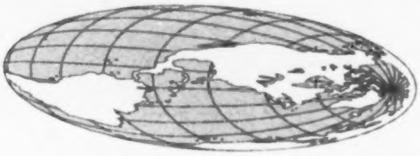
- Distribute to each group member a copy of *Plan of Action to Remove a Barrier* (Handout). Review the worksheet with students discussing how they can use it to help structure their planning and keep track of their progress in identifying and removing barriers to social inclusion.
- Circulate between groups to provide support and facilitate the progress of each team if they encounter obstacles that lead to their getting stuck.
- Throughout the planning and implementation process make sure that students monitor and record the roles and responsibilities assigned to members of their teams, the progress they make toward their goals, and the obstacles they encounter.

9. **Conclude the class by letting students know the topics and/ or activities that will be part of the next class.**

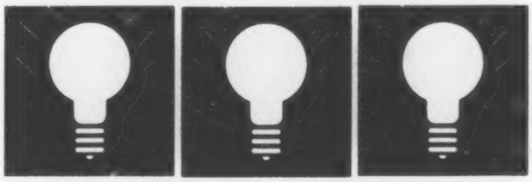
- Remind students to get together outside class to complete their activity planning sheets and team projects.
- Remind students to complete their *Partner Activity Logs* (Handout) after their next outing and bring them to class.

Steps to Problem-Solving

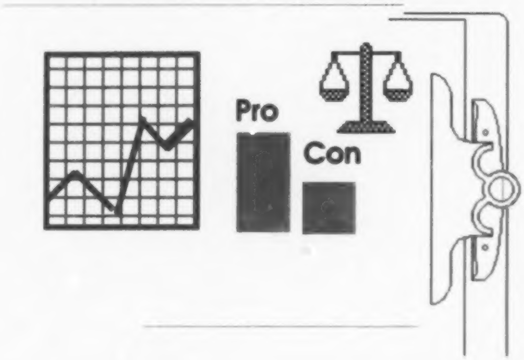
1. Identify the Problem

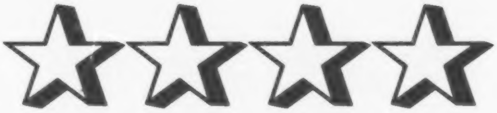


2. Generate Alternatives

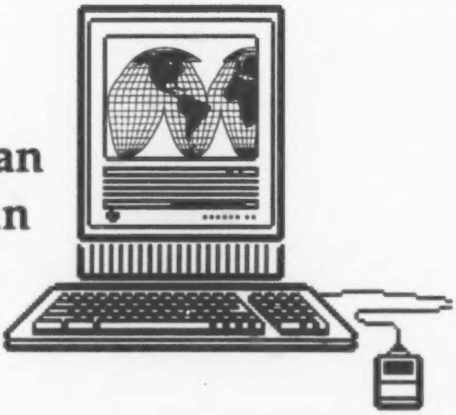


3. Evaluate Alternatives





4. Select the Best Alternative

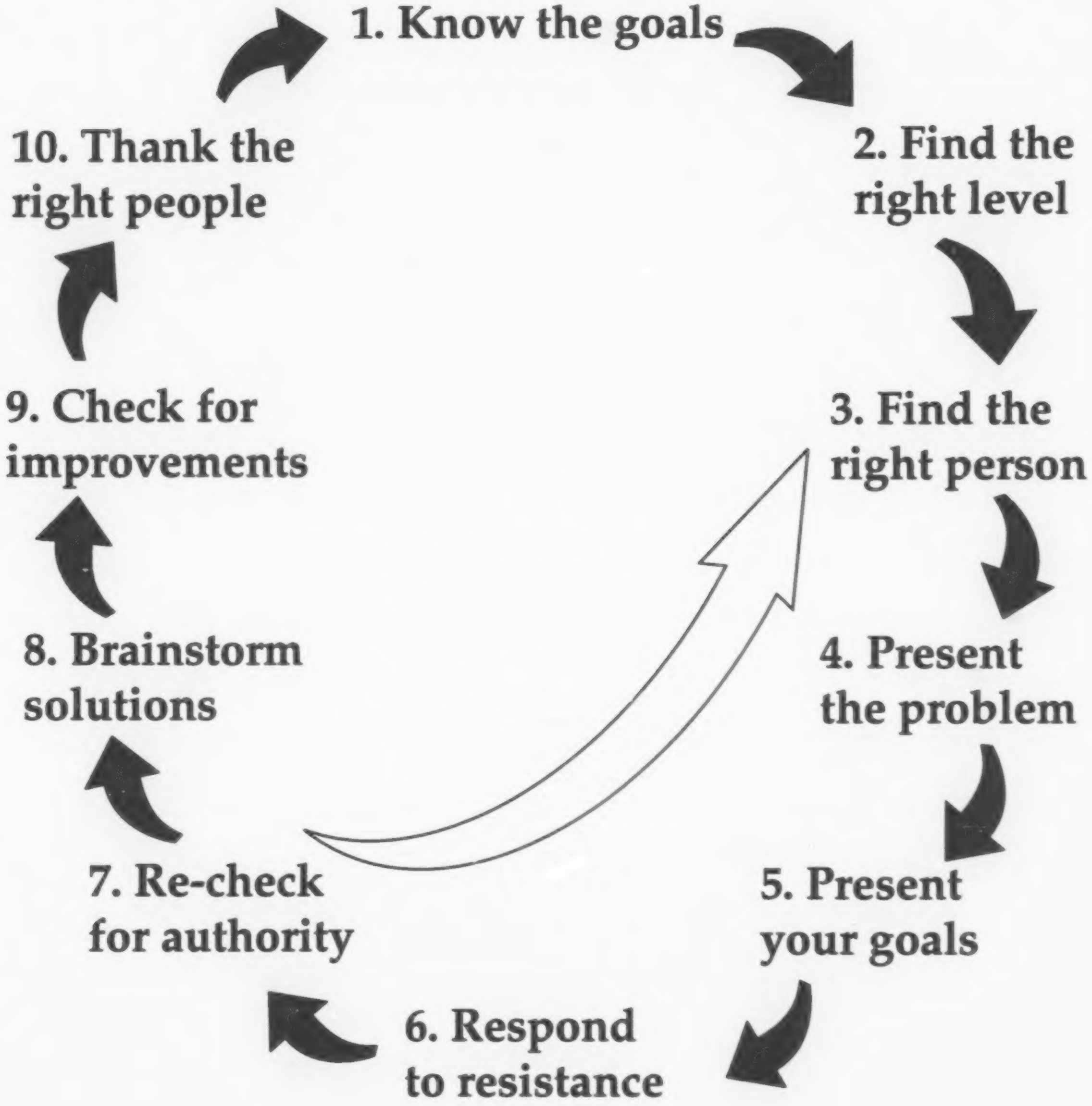


5. Design an Action Plan

6. Carry Out the Action Plan

7. Evaluate the Results

Advocacy Strategies



1. Know the goals
2. Find the right level
3. Find the right person
4. Present the problem
5. Present your goals
6. Respond to resistance
7. Re-check for authority
8. Brainstorm solutions
9. Check for improvements
10. Thank the right people

Overcoming Barriers to Inclusion

Please answer the questions below with your *Yes I Can* partner.

1. What were the major challenges we had to overcome to participate in school or community activities?

2. What was the hardest part of doing after-school and community activities?

3. What were the typical reactions we got from people in the community?

4. What kinds of resources were missing that would have made increased social inclusion more possible?

Making a Difference Scenarios

Scenario #1: Football Game

You have decided to attend the after-school football game today with your *Yes I Can* partner. You arrive and find a place to sit. A group of students sitting behind you begins making demeaning comments such as, "Do we have to have *those* kids at our games too?" How might you best deal with a situation like this?

Scenario #2: Going for Pizza

You've made arrangements to go to the local pizza place with a person who is in a wheelchair. When you get there, you see that anywhere you could sit would leave the person in the wheelchair blocking the aisle. Despite this inconvenience, you decide to remain at the restaurant. Just after you are served your food, however, the manager tells you that you will need to move the wheelchair because it's a fire hazard. What might you do?

Scenario #3: Drama Club

You've decided with your partner that it would be fun to be part of the drama club and be in theatre productions. When you try to join, however, the advisor says that students with disabilities are not allowed in the drama club without a Special Education aide or teacher present. When you request that support, the Special Education teacher tells you that after-school activities are not part of the school's Special Education responsibilities. What might you do?

Plan of Action to Remove a Barrier

1. **Identify the barrier to be removed:**

2. **Develop a plan of action to remove this barrier, listing the steps you will have to take, who you will have to contact in carrying out each step, and the desired completion date:**

Steps	*Who to Contact*	*Completion Date*

Steps	Who to Contact	Completion Date

Lesson 19
Yes I Can Review

Objective

The purpose of this lesson is to (a) encourage students to consider their accomplishments through the program, both within the classroom and community; and (b) provide feedback to instructors as to the impact of the program on students' lives, and what they liked and disliked about the program.

Key Learning

At the end of this lesson, students should be able to:

- Describe how and to what extent their classroom and community experiences in the *Yes I Can* program had an impact on their lives and those of their partners.
- Demonstrate an understanding of the importance and complexity of enhancing the social inclusion of individuals with disabilities.
- Furnish program instructors with feedback about what students liked and disliked about their experiences in *Yes I Can,* and about the impact of the program.

Materials

- ***Overheads***
  Overhead 1: *Yes I Can Program Review*
  Overhead 2: *Yes I Can Social Inclusion Questionnaire*
- ***Handouts***
  Handout 1: *Yes I Can Classroom Review*
  Handout 2: *Yes I Can Community Activities Review*
  Handout 3: *Yes I Can Social Inclusion Questionnaire*
  Handout 4: *Yes I Can Program Questionnaire*

Instructor Preparation

1. Review the expected learning outcomes and activities from each of the *Yes I Can* curriculum modules that have been implemented over the course of the year. Familiarize yourself with the program evaluation questionnaires.
2. If students have been turning in their weekly *Community Activity Logs,* bring those to class, or have students bring their *Community Activity Logs* to class.
3. If projects to remove barriers (Lesson 18) have not concluded, have students bring to class their notes regarding what they've done so far and the results.
4. Duplicate handouts and prepare overheads.

Lesson Plan

1. If students are continuing to work on their *Plan of Action to Remove a Barrier* (Handout) from Lesson 18, review and discuss the progress that has been made.

- If problems have been encountered, and need to be solved, ask other class members to suggest solutions.
- Review planned completion dates for the projects, and discuss when and how final reports will be made.
- If desired, allow some class time now for continued strategizing by teams.

2. Review and discuss the partner activities for the past week.

- Gather students into a circle, and ask partners to share some of the experiences they had in their weekly community activities. Encourage them to use their *Partner Activity Logs* to refresh their memories. Possible discussion questions are:

  – What activity did you engage in?

  – How did you like it?

– Did you discover or learn anything new that the rest of the class might like to know about?

– What worked well and what would you do differently?

- Make sure that each pair of students is given the opportunity to share. Provide reinforcement for their efforts at carrying out a partner activity regardless of their success.
- After you have completed the discussion, collect the student logs and review them prior to the next session. In reviewing, note any common concerns or problems encountered, and discuss them with the entire class next time.

3. **Begin preparation for the next partner activities using new copies of *Planning a Community Activity* (Handout) and *Partner Activity Log* (Handout) duplicated from Lesson 5.**

- Distribute new copies of the planning form and activity log to each student.
- Have students get together with their partners and begin planning their next activities. Allow about 15 minutes.

– As they plan, move among them and make sure their plans are appropriate, provide opportunities for interaction with people in addition to their partner, and are complete.

– After about 15 minutes, inform them that they will now have to arrange a time to meet with their partner outside of class to finish the plan prior to their activities. Allow a couple of minutes for that to take place.

4. **Introduce today's lesson by informing students that in this lesson the class will review what they have learned over the course of the year through both their classroom and community experiences.**

- Let students know that they will also be given an opportunity to provide some feedback about their experiences in the program so that it can be improved in the future.
- Using *Yes I Can Program Review* (Overhead) review with students key topics and concepts from each lesson.

– Focus your review on the goals and objectives of each lesson, providing students with a short synopsis of the activities in which they engaged and the learning outcomes.

5. **Facilitate identification and discussion of the five most important things students have learned over the course of the program through participating in classroom activities.**

- Form small groups of two student pairs (two facilitators, two non-facilitators).
- Distribute a copy of *Yes I Can Classroom Review* (Handout) to each group and have group members select one individual to serve as a group recorder or spokesperson.
- Inform groups that their task is to spend 15-20 minutes identifying and reaching agreement on the five most important things they have learned about themselves, persons with disabilities, or challenges faced by persons with disabilities.

  – Direct them to focus only on the experiences they have had through the classroom part of the program.

  – Direct students to use *Yes I Can Classroom Review* (Handout) to guide their discussion.

  – Make sure that the recorder or spokesperson for each group writes down all ideas that are generated by the group so that they can later be shared with the class.
- After 15-20 minutes bring the class back together as a large group. Ask the spokesperson for each group to share the five most important things group members have agreed they learned about themselves, persons with disabilities, or issues or challenges faced by individuals with disabilities through their program classroom experiences.

  – As students respond write their answers for all to see, making sure to label responses by group.
- After all groups have reported, facilitate a discussion of the similarities and differences between what groups viewed as their most important learning. As part of this discussion, ask group members to talk about why they felt the points they identified were most important.

- Following discussion of similarities and differences between groups, inquire as to whether groups found it easy or difficult to reach agreement about what learning was most important.
- In groups in which participants found it difficult to reach agreement, ask group members to share their individual perspectives about why this was hard for them to do. If students are slow to respond initiate the discussion by suggesting some of the following reasons:

  – Students came into the program with different levels of knowledge about and experience with persons with disabilities.

  – The *Yes I Can* program is an experience that students are likely to react to in somewhat different ways because each student is a unique individual.

  – Perceptions as to the most important learning may have been influenced by the fellow students with whom participants were paired.

  – What participants view as their most important learning may be related to the challenges to inclusion they and their partners faced in the community.
- As you complete discussion pertaining to this activity collect and save the *Yes I Can Classroom Review* (Handout) for each group to assist you in your evaluation of the program.

6. Have students review and discuss the learning that took place through their community experiences in the *Yes I Can* program.

- Ask students to pair up with the persons with whom they worked over the course of the program. Distribute or have students take out their *Community Activity Logs* (Handout) from past lessons.

  – If any student pairs include a student who would not be able to actively take part in this activity, consider having these participants and their facilitators join with another pair of students.

- Distribute one copy of *Yes I Can Community Activities Review* (Handout) to each student pair and have them designate a recorder or spokesperson.

- Inform students that the purpose of this activity is to have each pair of students who worked together take 15-20 minutes to review their community experiences through *Yes I Can,* and identify the five most important things about enhancing social inclusion that they have learned through these activities.

  – Encourage students to reflect upon the challenges they faced, the successes they experienced, and the strategies they used to help achieve their goals.

- Suggest that students begin this activity by reviewing their student activity logs together to identify important experiences and learning that has taken place. Inform them that after creating a list of important experiences and things they learned about social inclusion they can then work together to narrow the list down to the five most important things they learned.

  – Make sure that the recorder for each group writes down all ideas about important learning so that they can later be shared with the class.

- After 15-20 minutes bring the class back together as a large group. Ask the spokespersons for each group to share with the class the five most important things they and their partners learned about social inclusion through their community experiences. As students respond, write their answers for all to see.

- After the spokesperson for each pair has had an opportunity to report, ask either member of the pair to explain why they feel each of the points they have identified were important in teaching them something about social inclusion.

- Following the reports of learning provided by each pair, facilitate a discussion of the similarities and differences that exist with respect to the learning experienced by pairs. In a manner similar to that used in the previous activity, inquire as to why students believe some of these differences exist.

- As you complete discussion for this activity, collect and save the *Yes I Can Community Activities Review* (Handout) for each group to assist you in your evaluation of the program.

7. **Assess the impact of participation in the *Yes I Can* program on the social inclusion of participants who took part in the program with the goal of enhancing their inclusion.**

- Have students rejoin their partners. Distribute one copy of *Yes I Can Social Inclusion Questionnaire* (Handout) to each pair.
- Inform students that the purpose of this activity is to help program instructors determine whether they benefited from taking part in the program through experiencing increased social inclusion.

  – Let them know that this part of the evaluation should be responded to *only by the individual within each pair who took part in the program with the goal of enhancing their inclusion* (i.e., persons who did NOT serve as facilitators).

  – If you believe that some of the students do not have the ability to complete all of the questionnaire with the support of the student who served as their facilitator, have them respond to as many questions as possible and contact their parent/guardian for additional information.

- Display Part 1 of *Yes I Can Social Inclusion Questionnaire* (Overhead), the section on friendship. Review with students the following completion instructions, demonstrating on the overhead and allowing them time to complete each step prior to providing them with additional instructions:

  – Please fill in your name at the top of the questionnaire.

  – Write down the first names of those persons whom you consider to be your friends. These people could be persons you know from school, work, out-of-school clubs such as 4-H, sports teams, your place of worship, your neighborhood, or they could be family members. You can write up to 10 names.

  – Next we would like you to tell us how close you feel to each of the friends that you have listed. You can do this by putting "x's'" in the second column labeled *Degree of Closeness* that corresponds to how close you feel to that person (demonstrate on the overhead).

– If you are not very close to a friend, place an "x" in the *Not Very Close* column. You would do this if you and the friend you listed don't see each other or talk to each other very often, do not do things together or think of each other very much, and/or are not that important to each other.

– If you are sort of close to a friend put an "x" in the *Sort of Close* column. Do this if you and the friend talk, get together with each other and/or think of each other once in a while, and are somewhat important to each other.

– If you are pretty close to a friend place an "x" in the *Pretty Close* column. Do this if you and the friend talk, get together, and/or think of each other a lot, and are very important to each other.

– If you are very close to a friend place an "x" in the *Very Close* column. Do this if you and the friend talk or get together and/or think of each other almost all the time, and are extremely important to each other.

– As students complete this section of the questionnaire, circulate around the room to make sure that they are completing it in the manner requested.

- Inform students that in the next section of the questionnaire you would like to find out in what places or settings they see the friends they have listed. Provide students with the following instructions, demonstrating on the overhead :

– Where do you spend time with each of your friends? In answering this question you will be putting "x's" in the column labeled *Setting*. For this question you can place an "x" in all of the settings that apply.

– If you see a friend in school put an "x" in that column.

– If you see a friend in the *Yes I Can* program put an "x" in that column.

– If you see a friend at home put an "x" in that column.

– If you see a friend when you're on a sports team together, put an "x" in that column.

– If you get together with a friend in places around the community, such as theaters, video arcades, and restaurants, put an "x" in that column.

– If you spend time with a friend in your place of worship put an "x" in that column.

– If you see a friend at work put an "x" in that column.

– If you spend time with a friend in a group or organization (e.g., 4-H, Scouts) put an "x" in that column.

– If you see a friend in settings other than those already mentioned, put an "x" in the *Other* column.

– As students complete this section of the questionnaire, circulate around the room to make sure that they are completing it in the manner requested.

- Display Part 2 of *Yes I Can Social Inclusion Questionnaire* (Overhead). Inform students that the purpose of this section of the questionnaire is to find out what types of activities they do in their free time in both their school and community, and who they do them with. Provide students with the following instructions, demonstrating on the overhead:

  – Now, tell us about what you and your friends do in your school and community in your free time. Look at the first column on this page. It is a list of different activities you may do. For each one you're going to tell who you do it with and how often. For some activities you may not do them at all, and should skip them on the sheet.

  – Look at the second column on the page. It is a list of types of people you might do things with, such as friends, family and staff. We would like you to place an " x" next to the types of people with whom you usually do each activity. For example, if you usually watch TV by yourself, you would put an "x" in the space next to *Alone*. If you also sometimes watch TV with a friend, you would put an "x" next to both. You can place an "x" next to as many people as you wish as long as these are all people who you usually do an activity with.

  – Next, look at the third column on the page which asks about how often you do each of the activities listed. You can complete this by writing the number of hours weekly in the column directly across from where the activity is listed.

– As students complete this section of the questionnaire, circulate around the room to make sure that they are completing it in the manner requested.

- As you complete this activity, collect and save the *Yes I Can Social Inclusion Questionnaires* (Handout) to assist you in your evaluation of the program.

8. **Have all students provide feedback about their positive and negative experiences in the *Yes I Can* program.**

- Have students remain paired with their partners. Distribute a copy of *Yes I Can Program Questionnaire* (Handout) to each student and inform students that the purpose of this activity is to help program instructors improve the *Yes I Can* program. Let them know that everyone who took part in the program should respond to this part of the evaluation on their own, but that partners can support each other if necessary.

  – Remind them to NOT write their names on the questionnaire so that their feedback can be anonymous.

- Ask students to answer each of the questions on the survey in an honest manner, stressing that the best way for you to improve the program is through their honest feedback.

- Allow students approximately 15 minutes for completion. As you complete this activity collect and save the *Yes I Can Program Questionnaires* (Handout) to assist you in your evaluation of the program.

9. **Conclude the class by letting students know the topics and/or activities that will be part of the next class.**

- Lesson 20 is a suggested point for collecting the journals students have been keeping. If journals are to be collected in the next class, inform students of it at this time.

- Remind students to get together outside class to complete their activity planning sheet.

- Remind students to complete their *Partner Activity Logs* (Handout) after their next outing and bring them to class.

Yes I Can Program Review

- ✓ *Lesson 1:* Orientation
- ✓ *Lesson 2:* Introductions
- ✓ *Lesson 3:* "A New Way of Thinking"
- ✓ *Lesson 4:* How We're Alike
- ✓ *Lesson 5:* Myths & Misconceptions
- ✓ *Lesson 6:* Quality-of-Life Issues
- ✓ *Lesson 7:* Understanding Friendships
- ✓ *Lesson 8:* Developing Communication Skills
- ✓ *Lesson 9:* Characteristics & Needs of Persons with Autism & Mental Retardation
- ✓ *Lesson 10:* Characteristics & Needs of Persons with Physical & Other Disabilities
- ✓ *Lesson 11:* Enhancing Sensitivity
- ✓ *Lesson 12:* Everyone's a Winner
- ✓ *Lesson 13:* Being a Team Member
- ✓ *Lesson 14:* Legal and Human Rights
- ✓ *Lesson 15:* Being an Advocate
- ✓ *Lesson 16:* Self-Determination
- ✓ *Lesson 17:* Person-Centered Social Inclusion Planning
- ✓ *Lesson 18:* Making a Difference
- ✓ *Lesson 19: Yes I Can* Review
- ✓ *Lesson 20:* Planning the *Yes I Can* Celebration

Yes I Can Social Inclusion Questionnaire

This survey is to be completed only by the students who participated in *Yes I Can* to enhance their own social inclusion. The purpose of the survey is to find out if the program helped you become more socially connected and included.

Your Name ________________________________

Part 1: Friendship

Friends' Names Please write down the names of people whom you think of as friends:	*Degrees of Closeness* Please place an "x" in the column that shows how close you are to each friend:				*Settings* Please place an "x" in the column that shows the places you spend time with each friend:								
▨	**Not Close**	**Sort of Close**	**Pretty Close**	**Very Close**	**School**	**Yes I Can**	**Home**	**Sports Team**	**Community**	**Worship**	**Work**	**Group/Club**	**Other**

Part 2: Activities *Activity* Please read this list of activities. For each one that you do, answer the questions about *With Whom* and *How Often*.	***With Whom*** Please place an "x" next to the words describing who you do each activity with:	***How Often*** Please write in the number of hours or times each month you do each activity:
Watch or listen to TV, listen to stereo	__Alone __Friends __Family __Staff __*Yes I Can* partner __Other (describe)	___ hours each day
Work on hobbies (art, crafts, playing music, reading, building things, etc.)	__Alone __Friends __Family __Staff __*Yes I Can* partner __Other (describe)	___ hours each day
Visit with others in a home or public place, or on the phone or Internet	__Alone __Friends __Family __Staff __*Yes I Can* partner __Other (describe)	___ hours weekly
Sit around doing nothing	__Alone __Friends __Family __Staff __*Yes I Can* partner __Other (describe)	___ hours weekly
Work (household and yard chores)	__Alone __Friends __Family __Staff __*Yes I Can* partner __Other (describe)	___ hours weekly
Participate in athletic activities or watch a sports event	__Alone __Friends __Family __Staff __*Yes I Can* partner __Other (describe)	___ times monthly
Go to a movie, concert, play or out to eat	__Alone __Friends __Family __Staff __*Yes I Can* partner __Other (describe)	___ times monthly
Go to a party or dance	__Alone __Friends __Family __Staff __*Yes I Can* partner __Other (describe)	___ times monthly
Go to a club or organization meeting (religious group, youth organization, self-advocacy group)	__Alone __Friends __Family __Staff __*Yes I Can* partner __Other (describe)	___ times monthly
Other activity (please describe)	__Alone __Friends __Family __Staff __*Yes I Can* partner __Other (describe)	___ times monthly

Yes I Can Classroom Review

Please spend about 15-20 minutes as a group identifying the five most important things you have learned about yourselves, persons with disabilities, and issues or challenges faced by individuals with disabilities through taking part in classroom activities in *Yes I Can*.

1. Important things I learned through *Yes I Can* classroom activities:

2. Of the things I learned, the five that I personally believe are most important are:

3. Overall, our group believes that the five most important things learned through taking part in *Yes I Can* classroom activities were:

Yes I Can Community Activities Review

Please take the next 15-20 minutes to review the *Yes I Can* community experiences you have had together with your partner over the past year. First identify some of the challenges you faced together, the successes you experienced, and the strategies you used. Then identify the five most important things you have learned about enhancing social inclusion.

1. The challenges we faced in enhancing social inclusion were:

2. The successes we experienced in enhancing social inclusion were:

3. The strategies we used to help achieve our goals for inclusion were:

4. The 5 most important things we learned about enhancing social inclusion were:

Yes I Can Social Inclusion Questionnaire

This survey is to be completed only by the students who participated in *Yes I Can* to enhance their own social inclusion. The purpose of the survey is to find out if the program helped you become more socially connected and included.

Your Name ______________________________

Part 1: Friendship

Friends' Names Please write down the names of people whom you think of as friends:	*Degrees of Closeness* Please place an "x" in the column that shows how close you are to each friend:				*Settings* Please place an "x" in the column that shows the places you spend time with each friend:								
	Not Close	**Sort of Close**	**Pretty Close**	**Very Close**	**School**	**Yes I Can**	**Home**	**Sports Team**	**Community**	**Worship**	**Work**	**Group/Club**	**Other**

Part 2: Activities *Activity* Please read this list of activities. For each one that you do, answer the questions about *With Whom* and *How Often.*	*With Whom* Please place an "x" next to the words describing who you do each activity with	*How Often* Please write in the number of hours or times each month you do each activity:
Watch or listen to TV, listen to stereo	__Alone __Friends __Family __Staff __*Yes I Can* partner __Other (describe)	___ hours each day
Work on hobbies (art, crafts, playing music, reading, building things, etc.)	__Alone __Friends __Family __Staff __*Yes I Can* partner __Other (describe)	___ hours each day
Visit with others in a home or public place, or on the phone or Internet	__Alone __Friends __Family __Staff __*Yes I Can* partner __Other (describe)	___ hours weekly
Sit around doing nothing	__Alone __Friends __Family __Staff __*Yes I Can* partner __Other (describe)	___ hours weekly
Work (household and yard chores)	__Alone __Friends __Family __Staff __*Yes I Can* partner __Other (describe)	___ hours weekly
Participate in athletic activities or watch a sports event	__Alone __Friends __Family __Staff __*Yes I Can* partner __Other (describe)	___ times monthly
Go to a movie, concert, play or out to eat	__Alone __Friends __Family __Staff __*Yes I Can* partner __Other (describe)	___ times monthly
Go to a party or dance	__Alone __Friends __Family __Staff __*Yes I Can* partner __Other (describe)	___ times monthly
Go to a club or organization meeting (religious group, youth organization, self-advocacy group)	__Alone __Friends __Family __Staff __*Yes I Can* partner __Other (describe)	___ times monthly
Other activity (please describe)	__Alone __Friends __Family __Staff __*Yes I Can* partner __Other (describe)	___ times monthly

Yes I Can Program Questionnaire

Please answer the following questions about your participation in the *Yes I Can* program.

1. What things did you like about the *Yes I Can* program? Why did you like these aspects of the program?

2. What things did you like least about the *Yes I Can* program? Why did you not like these aspects of the program?

3. How, if at all, did your experiences in the program affect the way you interact with others?

4. What were the most challenging experiences you faced while in taking part in the program?

5. What were the experiences you had in the program that were most rewarding or fun?

6. In what ways did you feel comfortable with your partner match and accepted by your partner?

7. Did you feel that you received enough preparation before beginning community activities? If no, what other preparation would you have wanted?

8. Do you think that students are provided with enough feedback and support from the instructor? If no, what additional assistance would have been helpful?

9. What, if anything, about the program would you like to see changed? Why?

10. If you were asked to describe the program to other students, what would you want to make sure they understood?

11. Can you suggest any ways that might be used to recruit new students for the program?

12. What did you learn about yourself through taking part in the program?

13. Overall, how would you rate the program: poor, good, great?

14. Other comments you want to add?

Lesson 20
Planning the *Yes I Can* Celebration

Objective

The purpose of this lesson is to plan a concluding activity for this year's *Yes I Can* program that includes a celebration of student successes, reflection on their experiences, and a student-planned social gathering.

Key Learning

At the end of this lesson, students should be able to:

- Plan and hold a celebration of their successes, experiences, and social connections throughout their *Yes I Can* program participation.

Materials

- ***Handout***
  Handout 1: *Planning a Celebration*

Instructor Preparation

1. Gather information on availability of school facilities and policies relating to their use (including after-hours use) for the celebration.
2. Review and duplicate the handout, adding any additional questions, issues, or tasks that are necessary.

Lesson Plan

1. **Collect student journals if this lesson has been targeted as a check point.**

- Lesson 20 is a suggested point for collecting the journals students have been keeping. It is recommended that the journals be reviewed by the instructor to identify any topics, concerns, or problems that should be addressed.

2. **Review and discuss the partner activities for the past week.**

- Gather students into a circle, and ask partners to share some of the experiences they had in their weekly community activities. Encourage them to use their *Partner Activity Logs* to refresh their memories. Possible discussion questions are:

  – What activity did you engage in?

  – How did you like it?

  – Did you discover or learn anything new that the rest of the class might like to know about?

  – What worked well and what would you do differently next time?

- Make sure that each pair of students is given the opportunity to share. Provide reinforcement for their efforts at carrying out a partner activity regardless of their success.

- After you have completed the discussion, collect the student logs and review them prior to the next session. In reviewing, note any common concerns or problems encountered, and discuss them with the entire class next time.

3. **Begin preparation for the next partner activities using new copies of *Planning a Community Activity* (Handout) and *Partner Activity Log* (Handout) duplicated from Lesson 5.**

- Distribute new copies of the planning form and activity log to each student.

- Have students get together with their partners and begin planning their next activities. Allow about 15 minutes.

– As they plan, move among them and make sure their plans are appropriate, provide opportunities for interaction with people in addition to their partner, and are complete.

– After about 15 minutes, inform them that they will now have to arrange a time to meet with their partner outside of class to finish the plan prior to their activities. Allow a couple of minutes for that to take place.

4. **Introduce this lesson by explaining to students that at the end of the *Yes I Can* program, students often plan and hold a celebration to recognize all they've learned and done.**

- Explain that this is an opportunity for them to use what they've learned about creating events and places that welcome participation by everyone, planning and carrying out activities, working together as a team, removing barriers, and making friends.
- Explain that a final celebration is a time to recognize all their successes, reflect on their experiences (positive and negative), attend a social activity with people who are important to them in addition to their *Yes I Can* partners, and to have fun.
- Explain that the students, as a class, will make and carry out all the plans for a party or other form of celebration.

5. **Have students use *Planning a Celebration* (Handout) to guide their discussion and decisions on the type of celebration they would like to have, the tasks to be accomplished, as well as the location, date, and time.**

- Suggest that students may want to explore the possibility of inviting family members, the principal, and teachers and friends from outside the class to share in celebrating the accomplishments of the students.

– Inviting family, friends, and other school personnel would require holding the celebration in the evening or on a weekend. Make sure that students are aware of school policies that will need to be considered in holding such a gathering.

- Point out that the celebration could include the sharing of photos, souvenirs and other memorabilia students gathered during their *Yes I Can* partner activities.

- Suggest to students that the event could also include time for students to share stories of their experiences with their partners and other classmates, including successes and challenges. Some possible questions they may want to answer in that portion of the event are:

  – What was the best thing about doing the partner activities?

  – What was the hardest part of doing the partner activities?

  – How did your experiences in *Yes I Can* change you?

- Mention that students may want to develop awards that recognize positive accomplishment and traits, such as a series of "Most Likely To..." awards (this appears on *Planning a Celebration* as a task for the Entertainment/Activities Team).

  – If awards are given, encourage the class to develop sufficient awards so that every student receives one.

- Point out that the class may be most successful in planning the celebration if it divides into teams to take responsibility for planning and carrying out each task area listed on *Planning a Celebration* (Handout).

  – If teams are used, make sure that every student is involved in at least one task area or team.

- Before ending the lesson, make sure that all tasks necessary for the celebration have been assigned, that there are concrete plans for carrying them out, and that everyone knows the check points and deadlines for completing their work.

- If it will be necessary for students to meet together with their task groups outside of class in order to complete celebration preparations, direct students to decide on the date, time, and location of those meetings now.

  – Make sure that the transportation, scheduling, and other needs of each task group member are accommodated in setting the meetings.

Planning a Celebration

- **General Information**

- What kind of celebration do you want (party, dinner, picnic, trip, dance, etc.)?

- Where will it be held? How many people does this space accommodate?

- What are the date, starting time, and ending time of the celebration?

- Who will attend (just the class; others such as family, friends, other school staff)? How many (roughly) are expected (make sure the space will hold this many)?

- How will people find out about the event (invitations, fliers, word of mouth)? Do you want them to notify someone ahead of time (RSVP) if they are attending?

- What theme do you want for the celebration that will be expressed in the decorations, food, and activities?

- **Food Team**

- Names of team members responsible for planning and providing food?

- Foods and beverages to be provided?

- Who will provide which foods and beverages?

- Who will pay for the food and how?

- What dishes and eating utensils are needed, and who will provide them?

- What cooking or refrigeration facilities are needed, and where can they be found?

- What furniture will be needed for refreshments (do you want a buffet table for all the food, do you want a sit-down dinner around several tables, do you want lawn chairs and a barbecue, etc.), who will get it and where (make sure to coordinate this with the Space Team)?

- **Space/Decorations Team**

- Names of team members responsible for planning and for meeting space and decoration needs?

- What furniture is needed (how many chairs, tables, etc.; make sure to coordinate with the Food Team regarding food-related furniture needs)?

- Who will obtain the furniture and where?

- What decorations are needed (remember to express the theme the class selected)?

- Who will obtain the decorations, where, and how will they be paid for?

- Is the space accessible for all participants? Are there things that need to be modified to make it more accessible?

- **Entertainment/Activities Team**

- Names of team members responsible for planning and for meeting entertainment needs?

- What activities will be part of the celebration (remember to have activities that all class members can participate in)?

- Accommodations needed to make activities accessible to all class members?

- What supplies or equipment are needed for each activity?

- Who will obtain the supplies/equipment, where, and how will they be paid for?

- What is the schedule of events (what will happen when)?

- Who will initiate, lead, or introduce each activity?

- Are there awards, prizes, or gifts that will be given out? If so, what will they be for and what will they be?

- Who will obtain the awards, prizes or gifts, where, and how will they be paid for?

- Who will present the awards, prizes, or gifts?

Videotapes and Books

The following materials are used the *Yes I Can* curriculum, and are available from their distributors. Please contact the distributors to verify cost and ordering information.

- **Lesson 3: Videotape**
  A New Way of Thinking (30 minutes)
  Institute on Community Integration
  University of Minnesota
  109 Pattee Hall, 150 Pillsbury Dr. SE
  Minneapolis, MN 55455
  612/624-4512
  Cost: $30

- **Lesson 6: Videotape**
  Jenny's Story (15 minutes)
  Expectations Unlimited
  P.O. Box 655
  Niwot, CO 80544
  303/652-2727
  Cost: $40 + $4 postage for 1st four items

- **Lesson 7: Videotape**
  With a Little Help From My Friends
  (60 minutes)
  Expectations Unlimited
  P.O. Box 655
  Niwot, CO 80544
  303/652-2727
  Cost: $55 + $4 postage for 1st four items

- **Lesson 10: Videotape**
  People in Motion, Ready to Live (60 minutes)
  WNET
  P.O. Box 2284
  S. Burlington, VT 05407
  800/336-1917
  Cost: $19.95

- **Lesson 14: Videotape**
  Tony Coelho Speaks on the ADA
  (20 minutes)
  Institute on Community Integration
  University of Minnesota
  109 Pattee Hall, 150 Pillsbury Dr. SE
  Minneapolis, MN 55455
  612/624-4512
  Cost: $15

- **Lesson 17: Videotape and Books**
  It's Never Too Early, It's Never Too Late
  (12 minutes; videotape and book)
  Minnesota Governor's Council on
  Developmental Disabilities
  300 Centennial Office Building
  658 Cedar Street,
  St. Paul, MN 55155
  612/296-4018
  Cost: Free 3-week loan for tape; 1st
  copy of book free

  It's My Meeting (book)
  Training Resource Network Inc.
  P.O. Box 439
  St. Augustine, FL 32085
  904/823-9800
  Cost: $8

- **Lesson 18: Videotape**
  Discover Interdependence (45 minutes)
  World Interdependence Fund
  P.O. Box 22
  Sacramento, CA 95812-0022
  916/922-0100
  Cost: $35

Sample Parent Letter

Dear Parents,

___________ High School will soon be starting a program called *Yes I Can* that is of interest to your son or daughter. *Yes I Can* brings together students with and without disabilities with the goal of increasing the social connections and opportunities for students with disabilities who are currently experiencing social isolation.

The program's goal is to empower students with disabilities to develop and maintain friendships and other social connections of their own choosing. It also seeks to increase participants' understanding of the challenges faced by persons with disabilities who desire to be more socially included, and ways to address those challenges through removing barriers and providing needed supports. The potential benefits of the program include more friendships and a larger social network for all participating students.

These goals are achieved through a year-long curriculum that brings together students with and without disabilities for classroom instruction and discussion. Classroom sessions are designed to increase knowledge about disabilities and the issues and challenges faced by persons with disabilities. An essential part of the program is additional activities in which students take part outside the classroom. The out-of-class component pairs each student with a disability who is experiencing social isolation and a peer who serves as a social inclusion facilitator. Throughout the program, each pair of students plans and participates in weekly social and recreational activities in the community, identifying and working to overcome barriers to social inclusion while also expanding the social skills and options of the students with disabilities. Both of these components work together to reduce stereotypes, fears, and misunderstandings, and to open the door for new friendhsips and larger social networks for all participants – and especially for the students with disabilities.

Because the program includes after-school and weekend activities – such as movies, sporting events, recreation activities, and other typical teenage social activities – and includes the hard work of addressing social barriers and prejudice, we felt it was important to send an informational letter to you describing the program and its purpose. In order for the experience to be successful for the participants, we believe it is essential to have the support of their families. For this reason we will be holding a parent night in your school to provide further information and to ask for your feedback. You will receive notice of the day and time in the near future. In the meantime, if you have any questions or concerns, please feel free to contact me.

Sincerely,

Yes I Can Program Director

Permission to Participate in the *Yes I Can* Program

You are invited to participate in a community service program offered through your high school called *Yes I Can*. This program focuses on bringing about the social inclusion of all students, with and without disabilities, in the school and community.

To participate in the program you will have to make a year-long commitment to attend weekly classroom sessions, and to plan and carry out weekly social activities with a partner that are likely to occur outside of the school day.

The benefits of participation in this program include the empowering of young adults to exercise control over their lives, the fostering of friendships, and the strengthening of leadership and social skills that will prepare you to be a contributing, socially included member of your community.

I would like to participate in the *Yes I Can* program:

Student signature	Date
Approval of parent/guardian (if a minor)	Date

Yes I Can Program Application

- Name: ____
- Address: ____

  ____
- Home phone: ______________________________
- Male:_____ Female:_____
- Age: __________ Date of Birth: ________________
- In case of emergency, notify (name, phone#, relationship): ________________

  ____
- What are some of your interests or hobbies: ________________________

  ____

  ____
- Have you ever worked or volunteered with people with developmental or physical disabilities? ____Yes ____No

  If yes, please explain: ________________________________

  ____

  ____

  ____

  ____

  ____

- Other community service experience: ______

- Why are you interested in participating in *Yes I Can*: ______

- Please list three people whom we can check as references for you:

  Name: ______ Phone: ______

  Address: ______

  Name: ______ Phone: ______

  Address: ______

  Name: ______ Phone: ______

  Address: ______

- Applicant's signature: ______ Date: ______

Yes I Can Facilitator Interview Record

Volunteer: ________________________ Phone: ____________

Interviewer: ________________________ Date: ____________

- Review of Application Form – clarification, comments, corrections:

____

____

- Non-Directive Questions

1. What attracted you to the *Yes I Can Program*: ____________________

____

2. What would you like to get out of your experience? What would make you feel that you've been successful: ____________________

____

3. What have you enjoyed most about previous volunteer work? About paid jobs:

____

____

4. What kind of supervision do you feel you would need from the *Yes I Can* instructor? ____________________

____

5. What skills do you feel you can contribute: ______________________________

____

6. Have you ever had a relationship with a person with a developmental disability:

If yes, describe that relationship: ______________________________

____

7. What does it mean to you to "be a friend" to a person with a developmental

disability:______________________________________

____

____

The following should be completed after the interview.

- Interviewer Assessment

1. Appearance: Poised Neat Acceptable Unkempt

2. Physical restrictions: ______________________________

3. Reactions to questions:______________________________

Volunteers information____ Answers questions___ Evasive___ Confused___

4. Disposition: Outgoing, pleasant, confident___ Reserved___

Withdrawn, moody___ Suspicious, antagonistic___

- Recommended Action

Place as *Yes I Can* facilitator: ___ Schedule for second interview: ___

Investigate further: ___ Not a candidate for *Yes I Can* : ___

- Notification of decision completed

By whom: ____

Date and Method: ____

Student Information for *Yes I Can* Program

- Name of Student: ____
- Home Phone: ____________________
- Address: ____
  ____
- Name of Parent/Guardian: __________________________________
- Work Phone(s): ___________________
- Address (if different from yours): ___________________________
  ____
- Home Phone (if different from yours): ____________________
- Someone we could contact in case of emergency, if unable to reach parent/guardian:

  Name: __________________________________ Phone: __________
- Physician's Name: ____
- Physician's Phone: _________________
- Medical concerns (seizure disorders, physical limitations, etc.): ____________
  ____
  ____